

Pearson BTEC Level 1 Certificate/Extended Certificate/Diploma in Exploring the Creative Arts and Media Sectors

Specification

First teaching October 2013

Issue 2

Edexcel, BTEC and LCCI qualifications

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This specification is Issue 2. Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

These qualifications were previously known as:

Pearson BTEC Level 1 Certificate in Exploring the Creative Arts and Media Sectors (QCF)

Pearson BTEC Level 1 Extended Certificate in Exploring the Creative Arts and Media Sectors (QCF)

Pearson BTEC Level 1 Diploma in Exploring the Creative Arts and Media Sectors (QCF)

The QNs remain the same.

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Summary of Pearson BTEC Level 1 Certificate/Extended Certificate/Diploma in Exploring the Creative Arts and Media Sectors specification Issue 2 changes

Summary of changes made between previous Issue 1 and this current Issue 2	Section number
All references to QCF have been removed throughout the specification	Throughout
Definition of TQT added	Section 1
Definition of sizes of qualifications aligned to TQT	Section 1
TQT value added	Section 2
GLH range removed and replaced with lowest GLH value for the shortest route through the qualification	Section 2
Reference to credit transfer within the QCF removed	Section 8
QCF references removed from unit titles and unit levels in all units	Section 9
Guided learning definition updated	Section 9

Earlier issue(s) show(s) previous changes.

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

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Purpose of this specification

The purpose of a specification, as defined by Ofqual, is to set out:

- the qualification's objective
- any other qualification which a learner must have completed before taking the qualification
- any prior knowledge, skills or understanding which the learner is required to have before taking the qualification
- units that a learner must have completed before the qualification will be awarded and any optional routes
- any other requirements which a learner must have satisfied before the learner will be assessed or before the qualification will be awarded
- the knowledge, skills and understanding which will be assessed as part of the qualification (giving a clear indication of their coverage and depth)
- the method of any assessment and any associated requirements relating to it
- the criteria against which learners' level of attainment will be measured (such as assessment criteria)
- any specimen materials
- any specified levels of attainment.

1 Introducing Pearson BTEC Level 1 qualifications in Exploring Vocational Sectors

For more than 25 years, BTECs have earned their reputation as well-established, enduringly effective qualifications. They have a proven track record of improving motivation and achievement. BTECs also provide progression routes to the next stage of education or to employment.

Pearson BTEC qualifications are vocational qualifications from Entry to Level 3 and are available in a range of sectors. They give learners the knowledge, understanding and skills they need to prepare for progress to higher-level qualifications or to employment. They also provide career development opportunities for those already in work. These qualifications may be full-time or part-time courses in schools or colleges. Training centres and employers may also offer these qualifications.

Sizes of BTEC qualifications

For all regulated qualifications, Pearson specify a total number of hours that it is estimated learners will require to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve tutors and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by tutors or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number.

TQT and credit values are assigned after consultation with users of the qualifications.

BTEC qualifications are generally available in the following sizes:

- Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)
- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)
- Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).

What are Pearson BTEC Level 1 qualifications in Exploring Vocational Sectors?

These qualifications are aimed primarily at learners aged 14-16, particularly those who need the opportunity to explore vocational progression opportunities. We anticipate that these qualifications will also be of interest to learners aged 16+ and so they have been designed to meet the recommendations of the Department for Education's *Study Programmes for 16–19 year olds*.

The qualifications aim to:

- provide a clear and transparent progression route to Level 2 qualification options
- help learners to make the step to Level 2 qualifications by recognising learner need and providing personal development to aid progression
- introduce learners to a range of employment opportunities within a related vocational cluster
- engage learners in learning by providing stimulating experiences reflecting their personal interests and aspirations
- recognise the need to give learners enhanced opportunities to try out career choices, enabling them to make well-informed choices on vocational options at an early age
- provide broad and substantial experience of vocational learning
- provide a balance of flexibility to meet individual need but enough structure to ensure quality of provision and delivery to learners.

Learners achieving these qualifications will benefit by gaining:

- a heightened awareness of employment opportunities
- an improved understanding of entry requirements and progression paths
- increased engagement and achievement through flexible use of the qualifications to create an alternative curriculum, for example:
 - learners could take the qualification at the beginning of a study programme, followed by progression to a more specific vocational programme
 - the qualifications could be taken by learners whose main focus is on developing their personal and social development skills and Functional Skills
- clear progression routes to Level 2 vocational qualifications in manageable steps, through clear links to the content of Level 2 units.

It is intended that a suite of Pearson BTEC Level 1 qualifications in Exploring Vocational Sectors will be developed, broadly covering different vocational areas.

Stakeholder support

While developing these qualifications we consulted schools and colleges through in-depth research and focus groups. Our respondents were particularly keen that the qualifications in the Pearson BTEC Level 1 Exploring Vocational Sectors suite should enable learners to study them alongside core GCSEs and to progress to Level 2. We have responded to stakeholder requests in the design of the qualifications by ensuring that:

- Level 2 units are included to stretch and challenge learners and to help to bridge the gap between Level 1 and Level 2 qualifications
- the themed sector pathway of the qualifications provides a stimulating structure with connected units but does not limit and constrain
- employability skills, such as enterprise, research and project skills and working with others, are covered in optional units, to enable learners to progress
- Functional Skills mapping is included in *Annexe A* to help teachers and tutors in the classroom
- the qualifications are of sizes suitable for inclusion in study programmes.

2 Qualification summary and key information

Qualification title	Pearson BTEC Level 1 Certificate in Exploring the Creative Arts and Media Sectors
Qualification Number (QN)	601/1276/1
Date registrations can be made	1 October 2014
Age range that the qualification is approved for	14–16 16–18 19+
Credit value	14
Assessment	Centre-devised assessment (internal assessment)
Total Qualification Time (TQT)	140
Guided learning hours	120
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners can register for this qualification. However, centres must follow the Pearson access and recruitment policy (see <i>Section 8, Access and recruitment</i>).

Qualification title	Pearson BTEC Level 1 Extended Certificate in Exploring the Creative Arts and Media Sectors
Qualification Number (QN)	601/1303/0
Date registrations can be made	1 October 2014
Age range that the qualification is approved for	14–16 16–18 19+
Credit value	27
Assessment	Centre-devised assessment (internal assessment)
Total Qualification Time (TQT)	270
Guided learning hours	190
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners can register for this qualification. However, centres must follow the Pearson access and recruitment policy (see <i>Section 8, Access and recruitment</i>).

Qualification title	Pearson BTEC Level 1 Diploma in Exploring the Creative Arts and Media Sectors
Qualification Number (QN)	601/1275/X
Date registrations can be made	1 October 2014
Age range that the qualification is approved for	14–16 16–18 19+
Credit value	37
Assessment	Centre-devised assessment (internal assessment)
Total Qualification Time (TQT)	370
Guided learning hours	250
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners can register for this qualification. However, centres must follow the Pearson access and recruitment policy (see <i>Section 8, Access and recruitment</i>).

Qualification title and Qualification Number

Centres will need to use the Qualification Number (QN) when they seek public funding for their learners. As well as a QN, each unit within a qualification has a unit reference number (URN).

The qualification title, units and QN will appear on each learner's final certificate. You should tell your learners this when your centre recruits them and registers them with us. Further information about certification is in the *UK Information Manual* on our website at qualifications.pearson.com

3 Pearson BTEC Level 1 Certificate, Extended Certificate and Diploma in Exploring the Creative Arts and Media Sectors

Objectives of the qualifications

Aims

The specific aims of the Pearson BTEC Level 1 Certificate, Extended Certificate and Diploma in Exploring the Creative Arts and Media Sectors are to:

- provide a flexible and challenging programme of study related to the creative arts and media sectors that is suited to learners who have the general interest and aptitude to progress to further study
- broaden and deepen understanding of careers in art, craft and design, media, performing arts and music
- provide a broad and balanced programme of study through the mandatory unit that develops knowledge and understanding relevant to the creative arts and media sectors as a whole
- enable learners to develop their personal and employability skills through the provision of a broad range of optional units
- provide opportunities for the development of transferable skills related to study and vocational application that provide a platform for success
- support informed progression to Level 2 qualifications in art, craft and design, media, performing arts and music
- give learners the potential opportunity to progress to employment, in due course, in a range of job roles in art, craft and design, media, performing arts and music.

Mandatory unit

The mandatory unit in this qualification ensures that all learners will develop:

- a knowledge of the scope of the creative arts and media sectors
- a knowledge of the range of job roles within the sub-sectors of art, craft and design, creative media, performing arts and music
- an understanding of the skills required to work in each sub-sector.

Optional units

The optional units offer centres flexibility to personalise the programme to meet a wide range of learner needs. These units can be selected to:

- give learners the opportunity to gain knowledge and understanding in more specialist areas of interest
- develop personal learning skills, for example by developing the skills and qualities needed when working in a team or developing entrepreneurial and enterprise skills.

Assessment approach

The Pearson BTEC Level 1 qualifications in Exploring the Creative Arts and Media Sectors are internally assessed and externally quality assured.

Progression opportunities

The Pearson BTEC Level 1 Certificate, Extended Certificate and Diploma in Exploring the Creative Arts and Media Sectors support progression to Level 2 qualifications by allowing learners to study personal and employability skills units at Level 2.

The Pearson BTEC Level 1 Certificate, Extended Certificate and Diploma in Exploring the Creative Arts and Media Sectors provide the knowledge, skills and understanding for Level 1 learners to progress to:

- other Level 1 vocational qualifications for the creative arts and media sectors, for example the Pearson BTEC Level 1 Award in Interactive Media
- Level 2 related competence-based qualifications for the creative arts and media sectors, for example the Pearson Level 2 NVQ Certificate in Design Support
- Level 2 vocational qualifications, such as the Pearson BTEC Level 1/Level 2 First Award, Certificate, Extended Certificate or Diploma in Art and Design or in Performing Arts
- related Level 2 academic qualifications, such as the Pearson Edexcel GCSE in Music.

Developing English and mathematical skills

Throughout the Pearson BTEC Level 1 Certificate, Extended Certificate and Diploma in Exploring the Creative Arts and Media Sectors, learners will have the opportunity to develop and practise their English and mathematical skills.

Learners can develop, for example:

- speaking and listening skills through units such as *Unit 11: Exploring Acting Skills* and *Unit 15: Presenting Performing Arts Work*
- reading skills through a unit such as *Unit 14: Preparing Performing Arts Work*
- writing skills through a unit such as: *Unit 24: Carrying out an Individual Project*, where learners will work independently to plan and carry out a research project
- mathematical skills through units such as *Unit 24: Carrying out an Individual Project*, *Unit 16: Planning an Enterprise Activity* and *Unit 17: Running an Enterprise Activity* where products or services need to be costed and sold.

This specification includes mapping to English and Mathematics Functional Skills, see *Annexe A*.

Developing employability skills

Throughout the Pearson BTEC Level 1 Certificate, Extended Certificate and Diploma in Exploring the Creative Arts and Media Sectors learners will develop a range of personal and employability skills through working with peers and in carrying out work-related activities.

Learners can develop, for example:

- project/self-management and independent learning skills through units such as *Unit 22: Self-management Skills* and *Unit 24: Carrying out an Individual Project*
- teamwork and interpersonal skills through units such as *Unit 20: Learning with Colleagues and Other Learners* and *Unit 23: Working in a Team*
- enterprise and entrepreneurial skills, through *Unit 16: Planning an Enterprise Activity* and *Unit 17: Running an Enterprise Activity*.

4 Qualification structures

Pearson BTEC Level 1 Certificate in Exploring the Creative Arts and Media Sectors

Learners will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Minimum number of credits that must be achieved	14
Number of credits from Group 1 that must be achieved	4
Number of credits from Group 2 that must be achieved	8
Number of credits from Group 3 that must be achieved	2

Unit	Unit Reference Number	Group 1: Mandatory Unit	Level	Credit	Guided learning hours
1	L/505/5795	Introduction to the Creative Arts and Media Sectors	1	4	40
Unit	Unit Reference Number	Group 2: Optional units Learners are advised to choose units from both the creative arts and media sectors	Level	Credit	Guided learning hours
2	F/502/3894	Art and Design: Explore 3D Design Crafts	1	4	30
3	M/502/3891	Art and Design: Explore Mixed Media	1	4	30
4	D/601/2167	Developing Video Products	1	4	40
5	Y/601/2166	Developing Multimedia Products	1	4	40
6	L/601/2164	Investigating Interactive Multimedia Products	1	4	40
7	L/502/3896	Art and Design: Explore 3D Design	1	4	30
8	A/505/1502	Audio and Video Editing	1	4	40
9	D/601/2170	Exploring Digital Photography	1	4	40
10	L/502/3834	Exploring Design Skills for the Performing Arts	1	4	30

Unit	Unit Reference Number	Group 2: Optional units Learners are advised to choose units from both the creative arts and media sectors	Level	Credit	Guided learning hours
11	F/502/3832	Exploring Acting Skills	1	4	30
12	J/502/3833	Exploring Dance Skills	1	4	30
13	R/502/3835	Exploring Music Performance Skills	1	4	30
14	H/502/3838	Preparing Performing Arts Work	1	4	30
15	K/502/3839	Presenting Performing Arts Work	1	4	30
Unit	Unit reference number	Group 3: Optional units	Level	Credit	Guided learning hours
16	R/503/2857	Planning an Enterprise Activity*	1	1	10
17	Y/503/2858	Running an Enterprise Activity*	1	1	10
18	D/503/2859	Producing a Product*	1	1	10
19	D/600/9317	Managing Money Matters*	1	1	10
20	F/503/2840	Learning with Colleagues and Other Learners*	1	2	20
21	F/503/2837	Career Progression*	1	2	20
22	T/503/2835	Self-management Skills*	1	2	20
23	R/503/2843	Working in a Team*	1	3	30
24	K/504/9146	Carrying out an Individual Project	1	3	30
25	J/503/2869	Career Progression*	2	2	20
26	Y/503/2875	Working in a Team*	2	3	30
27	L/503/2890	Producing a Product*	2	1	10

Unit	Unit reference number	Group 3: Optional units	Level	Credit	Guided learning hours
28	R/503/2888	Planning an Enterprise Activity*	2	1	10
29	Y/503/2889	Running an Enterprise Activity*	2	1	10
30	J/503/2872	Learning with Colleagues and Other Learners*	2	2	20
31	A/503/2867	Self-management Skills*	2	2	20

*** Forbidden combinations**

Learners may take either Unit 16 or Unit 28, they may not take both.

Learners may take either Unit 17 or Unit 29, they may not take both.

Learners may take either Unit 18 or Unit 27, they may not take both.

Learners may take either Unit 20 or Unit 30, they may not take both.

Learners may take either Unit 21 or Unit 25, they may not take both.

Learners may take either Unit 23 or Unit 26, they may not take both

Learners may take either Unit 22 or Unit 31, they may not take both.

Pearson BTEC Level 1 Extended Certificate in Exploring the Creative and Media Sectors

Learners will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Minimum number of credits that must be achieved	27
Number of credits from Group 1 that must be achieved	4
Number of credits from Group 2 that must be achieved	16
Number of credits from Group 3 that must be achieved	3
Remaining credits to be taken from groups 2 or 3	4

Unit	Unit reference number	Group 1: Mandatory unit	Level	Credit	Guided learning hours
1	L/505/5795	Introduction to the Creative Arts and Media Sectors	1	4	40
Unit	Unit reference number	Group 2: Optional units Learners are advised to choose units from both the creative arts and media sectors	Level	Credit	Guided learning hours
2	F/502/3894	Art and Design: Explore 3D Design Crafts	1	4	30
3	M/502/3891	Art and Design: Explore Mixed Media	1	4	30
4	D/601/2167	Developing Video Products	1	4	40
5	Y/601/2166	Developing Multimedia Products	1	4	40
6	L/601/2164	Investigating Interactive Multimedia Products	1	4	40
7	L/502/3896	Art and Design: Explore 3D Design	1	4	30
8	A/505/1502	Audio and Video Editing	1	4	40
9	D/601/2170	Exploring Digital Photography	1	4	40
10	L/502/3834	Exploring Design Skills for the Performing Arts	1	4	30
11	F/502/3832	Exploring Acting Skills	1	4	30
12	J/502/3833	Exploring Dance Skills	1	4	30
13	R/502/3835	Exploring Music Performance Skills	1	4	30

Unit	Unit reference number	Group 2: Optional units Learners are advised to choose units from both the creative arts and media sectors	Level	Credit	Guided learning hours
14	H/502/3838	Preparing Performing Arts Work	1	4	30
15	K/502/3839	Presenting Performing Arts Work	1	4	30
Unit	Unit reference number	Group 3: Optional units	Level	Credit	Guided learning hours
16	R/503/2857	Planning an Enterprise Activity*	1	1	10
17	Y/503/2858	Running an Enterprise Activity*	1	1	10
18	D/503/2859	Producing a Product*	1	1	10
19	D/600/9317	Managing Money Matters*	1	1	10
20	F/503/2840	Learning with Colleagues and Other Learners*	1	2	20
21	F/503/2837	Career Progression*	1	2	20
22	T/503/2835	Self-management Skills*	1	2	20
23	R/503/2843	Working in a Team*	1	3	30
24	K/504/9146	Carrying out an Individual Project	1	3	30
25	J/503/2869	Career Progression*	2	2	20
26	Y/503/2875	Working in a Team*	2	3	30
27	L/503/2890	Producing a Product*	2	1	10
28	R/503/2888	Planning an Enterprise Activity*	2	1	10
29	Y/503/2889	Running an Enterprise Activity*	2	1	10
30	J/503/2872	Learning with Colleagues and Other Learners*	2	2	20
31	A/503/2867	Self-management Skills*	2	2	20

*** Forbidden combinations**

Learners may take either Unit 16 or Unit 28, they may not take both.

Learners may take either Unit 17 or Unit 29, they may not take both.

Learners may take either Unit 18 or Unit 27, they may not take both.

Learners may take either Unit 20 or Unit 30, they may not take both.

Learners may take either Unit 21 or Unit 25, they may not take both.

Learners may take either Unit 23 or Unit 26, they may not take both

Learners may take either Unit 22 or Unit 31, they may not take both.

Pearson BTEC Level 1 Diploma in Exploring the Creative Arts and Media Sectors

Learners will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Minimum number of credits that must be achieved	37
Number of credits from Group 1 that must be achieved	4
Number of credits from Group 2 that must be achieved	24
Number of credits from Group 3 that must be achieved	3
Remaining credits to be taken from groups 2 or 3	6

Unit	Unit reference number	Group 1: Mandatory unit	Level	Credit	Guided learning hours
1	L/505/5795	Introduction to the Creative Arts and Media Sectors	1	4	40
Unit	Unit reference number	Group 2: Optional units Learners are advised to choose units from both the creative arts and media sectors	Level	Credit	Guided learning hours
2	F/502/3894	Art and Design: Explore 3D Design Crafts	1	4	30
3	M/502/3891	Art and Design: Explore Mixed Media	1	4	30
4	D/601/2167	Developing Video Products	1	4	40
5	Y/601/2166	Developing Multimedia Products	1	4	40
6	L/601/2164	Investigating Interactive Multimedia Products	1	4	40
7	L/502/3896	Art and Design: Explore 3D Design	1	4	30
8	A/505/1502	Audio and Video Editing	1	4	40
9	D/601/2170	Exploring Digital Photography	1	4	40
10	L/502/3834	Exploring Design Skills for the Performing Arts	1	4	30
11	F/502/3832	Exploring Acting Skills	1	4	30
12	J/502/3833	Exploring Dance Skills	1	4	30
13	R/502/3835	Exploring Music Performance Skills	1	4	30

Unit	Unit reference number	Group 3: Optional units	Level	Credit	Guided learning hours
14	H/502/3838	Preparing Performing Arts Work	1	4	30
15	K/502/3839	Presenting Performing Arts Work	1	4	30
16	R/503/2857	Planning an Enterprise Activity*	1	1	10
17	Y/503/2858	Running an Enterprise Activity*	1	1	10
18	D/503/2859	Producing a Product*	1	1	10
19	D/600/9317	Managing Money Matters	1	1	10
20	F/503/2840	Learning with Colleagues and Other Learners*	1	2	20
21	F/503/2837	Career Progression*	1	2	20
22	T/503/2835	Self-management Skills*	1	2	20
23	R/503/2843	Working in a Team*	1	3	30
24	K/504/9146	Carrying out an Individual Project*	1	3	30
25	J/503/2869	Career Progression*	2	2	20
26	Y/503/2875	Working in a Team*	2	3	30
27	L/503/2890	Producing a Product*	2	1	10
28	R/503/2888	Planning an Enterprise Activity*	2	1	10
29	Y/503/2889	Running an Enterprise Activity*	2	1	10
30	J/503/2872	Learning with Colleagues and Other Learners*	2	2	20
31	A/503/2867	Self-management Skills*	2	2	20

* Forbidden combinations

Learners may take either Unit 16 or Unit 28, they may not take both.

Learners may take either Unit 17 or Unit 29, they may not take both.

Learners may take either Unit 18 or Unit 27, they may not take both.

Learners may take either Unit 20 or Unit 30, they may not take both.

Learners may take either Unit 21 or Unit 25, they may not take both.

Learners may take either Unit 23 or Unit 26, they may not take both

Learners may take either Unit 22 or Unit 31, they may not take both.

5 Programme delivery

Centres are free to offer the qualifications using any mode of delivery (for example full time, part time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must make sure that learners have access to the resources identified in the specification and to the subject specialists delivering the units.

Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to make sure a course is relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- developing up-to-date and relevant teaching materials that make use of scenarios that are relevant to the sectors
- giving learners the opportunity to apply their learning in practical activities
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment.

Centres must make sure that any legislation referred to in the units is current.

Centre resource requirements

As part of the approval process, centres must make sure that the resource requirements below are in place before offering the qualification.

General resource requirements

- Centres must have appropriate physical resources (for example equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualifications.
- Staff involved in the assessment process must have relevant expertise and occupational experience.
- There must be systems in place to make sure continuing professional development for staff delivering the qualifications.
- Centres must have appropriate health and safety policies in place relating to the use of equipment by learners.
- Centres must deliver the qualifications in accordance with current equality legislation.

Specific resource requirements

As well as the general resource requirements, centres must provide the following specific resources:

Unit

Unit 2: Art and Design: Explore 3D Design Crafts

Resources required

Learners need access to diverse secondary sources plus historical and contemporary contextual references. Magazines, books, the internet, DVDs, videos, CD ROMs, visits to art galleries, museums, artist or designer studios and commercial premises may all contribute.

Learners also need access to primary research sources, as ideas are often at their most original and innovative when developed from observational studies.

Practical facilities and resources in one specialist area, or a full range of general 3D resources, such as those usually available in an art department, are required to enable learners to meet the requirement of the unit.

Unit 3: Art and Design: Explore Mixed Media

Learners need access to a range of different types of materials for mixed media work. For example, pencil, paint, pastel, charcoal, inks, print, dyes, fabrics, paper, card, magazines, yarn, string, wool, stencils, found objects. Also, equipment such as brushes, boards, easels, rulers, scissors, blades, guillotine, glues, rollers, lino blocks, cutting tools, needles, pins, technology, e.g. cameras, software programs, printers, scanners.

Learners require primary sources for observational research and recording, for example natural forms, geometric forms, still life arrangements, mirrors.

Learners need access to diverse secondary sources plus historical and contemporary contextual references. Magazines, books, the internet, DVDs, videos, CD ROMs, visits to art galleries, museums, artist or designer studios may all contribute.

Unit 4: Developing Video Products	Resources must be available for learners to watch and take part in evaluating video programmes either in a group or an individual context. Appropriate filming equipment and editing resources must be available to learners.
Unit 5: Developing Multimedia Products	<p>Sufficient resources, work and storage space must be available for learners to explore the range of materials and techniques identified in this unit.</p> <p>The following types of equipment are appropriate at this level:</p> <ul style="list-style-type: none"> • traditional graphic mediums – drawing pens, pencils, etc • computers and printers • software for the manipulation of digital images • image and sound editing • digital cameras or flatbed scanners.
Unit 6: Investigating Interactive Multimedia Products	The resources needed will vary according to the specific technical and material demands of the multimedia tasks chosen, but are likely to include computers with appropriate software, hardware and peripherals, examples of multimedia products, specialist journals and other reference materials.
Unit 7: Art and Design: Explore 3D Design	<p>The tutor should provide guidance on how learners can research a theme, and how to store their findings accessibly.</p> <p>Primary research is essential as ideas are often at their most original and innovative when developed from observational studies.</p> <p>Learners require access to diverse secondary resources plus historical and contemporary contextual references. Magazines, books, the internet, visits to art galleries, museums and artist or designer studios and commercial premises may contribute.</p> <p>Some ICT relevant equipment should be available.</p> <p>A suitable working area must be provided.</p>

Unit 8: Audio and Video Editing

Resources must be available for learners to watch and take part in critical evaluations of video/audio/visual materials, either in a group or individual context. Appropriate editing equipment is required. A suitable level of either analogue (two-machine or three-machine edit) or digital editing facilities (timeline based or non-linear) must be available for learners to complete any video process.

Unit 9: Exploring Digital Photography

Learners need access to sufficient resources, work and storage space to explore the range of materials and techniques identified in this unit.

The following types of equipment are required at this level:

- traditional graphic mediums – drawing pens, pencils, etc
- computers and printers
- software for the manipulation of digital images
- image and sound editing
- digital cameras or flatbed scanners.

Unit 10: Exploring Design Skills for the Performing Arts

Learners need access to materials and equipment for simple prop, set, costume, make-up and/or mask design, as appropriate to the type of design area being explored. They should have an appropriate space to work in and access to existing performing arts artefacts for research purposes. They need access to performing arts productions on video/DVD for research and discussion purposes.

Unit 11: Exploring Acting Skills

Learners will be their own resource for this unit. They should have access to a practical studio space in which to work and perform. Video equipment will also be needed for evidence recording purposes.

Unit 12: Exploring Dance Skills

Learners need access to a practical dance space, preferably with a sprung floor and mirrors, in which to work and perform. Video equipment is needed for evidence recording purposes.

Unit 13: Exploring Music Performance Skills	Learners need access to a practical space to work in and perform. Video equipment will be needed for evidence recording purposes. Video recordings of musical performances and concert visits will also be a useful resource. Learners need to provide their own musical instruments. Centres should provide larger instruments such as pianos and drum kits, as appropriate.
Unit 14: Preparing Performing Arts Work	Learners need access to practical rehearsal and performance spaces appropriate to the work being undertaken. Equipment requirements will depend on the nature of the performing arts work being prepared for presentation.
Unit 15: Presenting Performing Arts Work	Learners need access to a practical performance space appropriate to the work being carried out. Equipment requirements will depend on the nature of the performing arts work being prepared for presentation. However, recording equipment will be required for evidence gathering purposes.
Unit 19: Managing Money Matters	Learners need access to an interactive whiteboard and/or individual PCs.
Unit 20: Learning with Colleagues and Other Learners	Learners need opportunities to work alongside co-workers or other learners.
Unit 25: Career Progression	Learners need access to a range of career-related resources such as websites, publications, tutors and careers advisers.
Unit 27: Producing a Product	<p>Learners need access to an area suitable for the practical activities undertaken, for example a workshop or practical workroom. A variety of materials, including wood, metal, and fabrics will enable learners to become familiar with the properties of different materials.</p> <p>Depending on the product or item the learner will be producing, appropriate safety gear and equipment is required. Learners need to know the location of first-aid supplies and support.</p> <p>Where photographs and recordings, audio and video are to be used as evidence, appropriate equipment is needed.</p>

Unit 30: Learning with Colleagues and
Other Learners

Learners need opportunities to work
alongside co-workers or other learners.

6 Access to assessment

The table below gives a summary of the assessment methods used in the qualifications.

Units	Assessment method
All units	Centre-devised assessment

Centre-devised assessment (internal assessment)

Centres are encouraged to give learners realistic scenarios and maximise the use of practical activities in delivery and assessment.

To avoid over assessment, centres are encouraged to link delivery and assessment across units.

Each unit has specified learning outcomes and assessment criteria. To pass an internally assessed unit, learners must meet all the assessment criteria. Centres may find it helpful if learners index and reference their evidence to the relevant learning outcomes and assessment criteria.

Centres need to write assignment briefs for the learners to show what evidence is required. Assignment briefs should indicate clearly, which assessment criteria are being targeted.

Assignment briefs and evidence produced by learners must also meet any additional requirements in the *Information for tutors* section of the unit.

Unless otherwise indicated in *Information for tutors*, the centre can decide the form of assessment evidence (for example performance observation, presentations, projects, tests, extended writing) as long as the methods chosen allow learners to produce valid, sufficient and reliable evidence of meeting the assessment criteria.

There is more guidance about internal assessment on our website.

7 Centre recognition, approval and quality assurance

Centres that have not previously offered Pearson BTEC qualifications need to apply for, and be granted, centre recognition as part of the process for approval to offer individual qualifications. New centres must complete a Centre Approval Form.

Existing centres get 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by the new qualification and the conditions for automatic approval are met. Centres that already hold Pearson centre approval are able to apply for qualification approval for a different level or different sector via Edexcel Online, up to and including Level 3 only.

In some circumstances, qualification approval using Edexcel Online may not be possible. In such cases, guidance is available as to how an approval application may be made.

Approvals agreement

All centres are required to enter into an approval agreement that is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any associated codes, conditions or regulations. We will act to protect the integrity of the awarding of qualifications. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of approval.

Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. The centre assesses Pearson BTEC qualifications. The centre will use quality assurance to make sure that their managers, internal verifiers and assessors are standardised and supported. We use quality assurance to check that all centres are working to national standards. It gives us the opportunity to identify and provide support, if needed, to safeguard certification. It also allows us to recognise and support good practice.

For the qualifications in this specification, the Pearson quality assurance model will follow the processes listed below:

- an annual visit to the centre by a Centre Quality Reviewer to review centre-wide quality assurance systems
- Lead Internal Verifier accreditation. This involves online training and standardisation of Lead Internal Verifiers using our OSCA platform, accessed via Edexcel Online.

For further details please go to the *UK Vocational Quality Assurance Handbook* on our website.

8 Access to Pearson BTEC qualifications

Access and recruitment

Approved centres must select learners who will benefit from the qualification as judged by their interest, aptitude and progression expectations.

Our policy regarding access to our qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- there should be no barriers that restrict access and progression
- there should be equal opportunities for all those wishing to access the qualifications
- there should be a fair and open access and recruitment process

Centres are required to recruit learners to Pearson BTEC qualifications with integrity.

Applicants will need relevant information and advice about the qualification to make sure it meets their needs.

Centres should review the applicant's prior qualifications and/or experience, considering whether this profile shows that they have the potential to achieve the qualification.

For learners with disabilities and specific needs, this review will need to take account of the support available to the learner during teaching and assessment of the qualification. The review must take account of the information and guidance in the section *Access to qualifications for learners with disabilities or specific needs*.

Recognition of Prior Learning and Achievement

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

We encourage centres to recognise learners' previous achievements and experiences in and outside the workplace, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. If the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

Further guidance is available in the policy document *Recognition of Prior Learning Policy*, which is on our website.

Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Pearson's *Equality Policy* requires all learners to have equal opportunity to access our qualifications and assessments. It also requires our qualifications to be awarded in a way that is fair to every learner.

We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Learners taking a qualification may be assessed in British sign language or Irish sign language where it is permitted for the purpose of reasonable adjustments.

Details on how to make adjustments for learners with protected characteristics are given in the policy document *Supplementary guidance for reasonable adjustment and special consideration in vocational internal assessed units*, which should be read in conjunction with the JCQ policy *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications*.

The documents are on our website at qualifications.pearson.com

9 Units

Units have the following sections.

Unit title

This is the formal title of the unit that will appear on the learner's certificate.

Unit reference number

Each unit is assigned a unit reference number that appears with the unit title on the Register of Regulated Qualifications.

Level

All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.

Credit value

When a learner achieves a unit, they gain the specified number of credits.

Guided learning hours

Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

Unit aim

This gives a summary of what the unit aims to do.

Unit introduction

The unit introduction gives the reader an appreciation of the unit in the vocational setting of the qualification, as well as highlighting the focus of the unit. It gives the reader a snapshot of the unit and the key knowledge, skills and understanding gained while studying the unit. The unit introduction also highlights any links to the appropriate vocational sector by describing how the unit relates to that sector.

Essential resources

This section lists any specialist resources needed to deliver the unit. The centre will be asked to make sure that these resources are in place when it seeks approval from Pearson to offer the qualification.

Learning outcomes

Learning outcomes of a unit set out what a learner knows, understands or is able to do as the result of a process of learning.

Assessment criteria

Assessment criteria specify the standard required by the learner to achieve each learning outcome.

Unit amplification

This section clarifies what a learner needs to know to achieve a learning outcome.

Information for tutors

This section gives tutors information on delivery and assessment. It contains the following subsections.

- *Delivery* – explains the content's relationship to the learning outcomes and offers guidance on possible approaches to delivery.
- *Assessment* – gives information about the evidence that learners must produce, together with any additional guidance if appropriate. This section should be read in conjunction with the assessment criteria.
- *Suggested resources* – lists resource materials that can be used to support the teaching of the unit, for example books, journals and websites.

Unit 1:

Introduction to the Creative Arts and Media Sectors

Unit reference number: L/505/5795

Level: 1

Credit value: 4

Guided learning hours: 40

Unit aim

The aim of this unit is to develop learners' knowledge and understanding of the creative arts and media sectors, through researching the different job roles and employment opportunities available in these sectors. Learners will go on to consider the range of skills that creative practitioners need and how they apply these skills in their work.

Unit introduction

This unit is an introduction to the creative arts and media sectors, in particular art, craft and design, performing arts, creative media and music.

Learners will develop their knowledge of the different employment models that practitioners working in these sectors operate within, and how these models relate to each other.

They will move on to explore the range of specific job roles that exist within each sector, considering how people are employed and how they operate.

Finally, learners will develop their understanding of the skills required to work effectively in the different creative sectors, and how these skills relate to specific examples of job roles. They will consider how practitioners apply these skills in their working practice. Learners may use knowledge gained in this unit to help them in selecting vocational units for further study.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know about the creative arts and media sectors	1.1	Identify the different areas of the creative arts and media sectors	<ul style="list-style-type: none"> <i>Creative arts and media sectors</i>: art, craft and design; performing arts; creative media; music
		1.2	Identify types of employment in different areas in the creative arts and media sectors	<ul style="list-style-type: none"> <i>Employment types</i>: direct employment, e.g. creative department within a large organisation, small design teams, studio based, payroll, commissioned, short-term contract, production company; self-employed, e.g. freelance, sole trader, small independent business, performer; community based, e.g. community arts worker, council arts officer; voluntary, e.g. extra, film production volunteer; finance related, e.g. funding writer, budget management and control
2	Know about job roles within the creative arts and media sectors	2.1	Identify different job roles practitioners have within the art, craft and design industry	<ul style="list-style-type: none"> <i>Job roles in art, craft and design</i>: artist, e.g. fine artist, art therapist, curator, illustrator; designer, e.g. graphic, art worker, advertising, textile, 3D, product, fashion, interface, games, web, architecture; maker, e.g. crafts person, ceramicist, jewellery; photographer; film and animation, e.g. special effects artist, visualisation/storyboard artist, animator, modeller, rigger, character artist
		2.2	Identify different job roles practitioners have within the performing arts industry	<ul style="list-style-type: none"> <i>Job roles in performing arts</i>: performer, e.g. actor, mime artist, comedian, dancer, singer; production, e.g. set production, technical production, theatrical and media make-up artist, lighting technician, theatre production, live sound engineer; creative direction, e.g. theatre producer, director, choreographer, costume designer, costume production, wardrobe manager

Learning outcomes		Assessment criteria		Unit amplification
3		2.3	Identify different job roles practitioners have within the creative media industry	<ul style="list-style-type: none"> <i>Job roles in creative media:</i> television, e.g. producer, director, editor, camera operator, lighting director, broadcast engineer, writer; filmmaking, e.g. development roles, scriptwriting, packaging and finance generation, pre-production, production roles, producer, director, lighting director, actor, art department, special effects supervisor, post-production roles, editor, CGI, distribution; publishing, e.g. journalism, magazine worker, layout designer, copywriter, marketing, commissioning editor
		2.4	Identify different job roles practitioners have within the music industry	<ul style="list-style-type: none"> <i>Job roles in music:</i> performance, e.g. performer, live sound engineer, stage designer, stage manager, technician; film, e.g. music editor, composer, researcher, arranger, orchestrator, copyist, songwriter; recording, e.g. technician, music editor, arranger, mixing operator
	Understand the skills required to work in the creative arts and media sectors	3.1	Identify the skills required to work in the creative arts and media sectors	<ul style="list-style-type: none"> <i>Skills:</i> creativity, e.g. imaginative thinking, using research to inform ideas, exploring new materials and media, reflecting on ideas, working with familiar and unfamiliar methods; the design cycle; communication; explaining ideas; liaising with clients and colleagues; time management; recognising responsibilities; team working; meeting deadlines; financial control, e.g. budgeting, resourcing, sourcing and using sustainable materials; ethics, e.g. moral issues, understanding and working within legislation, sustainability; marketing; self-promotion; funding bid writing and sourcing; exhibiting, e.g. coordinating marketing and advertising, organising private views, mounting exhibitions, managing web presence
		3.2	Explain how skills are applied in the creative arts and media sectors	<ul style="list-style-type: none"> <i>Application of skills:</i> within teams, e.g. time management, communication, shared responsibilities, meeting deadlines; as a sole trader or self-employed, e.g. financial control and generation, setting budgets, liaising with suppliers and clients, managing time, exploring materials; within larger organisations, e.g. understanding how own role fits into the larger scheme, confidentiality; creativity, e.g. exploring new materials to solve an existing design problem, researching own and others' practice, sourcing new materials, trying out new technologies, sharing ideas, collaborating, working across disciplines

Delivery

For learning outcome 1, learners need to know the different areas within the creative arts and media sectors, and identify the different types of employment that exist. Tutors need to present examples that learners can understand. Areas such as cross-discipline collaboration can be introduced further on in the unit. Learners need to build on their initial knowledge by exploring the different ways in which practitioners within the sectors work. As this is a wide range, from working in large organisations in publishing and television to sole traders and freelancers, tutors need to present examples from the various models shown in the *Unit amplification*, explaining to learners that these are all valid forms of employment. This information will be built on in learning outcome 3. Tutors can introduce the unit through a presentation outlining the different areas within the sectors, and then move into tutor-led seminars or discussions to consider the sectors and how they work, and to disseminate information. Learners can be asked to undertake individual or small-group research tasks to list examples of different types of job in the sectors, explaining which areas they were sourced from. Small-group presentations to peers might be used to assess and share information gained. Learners may also source and collate a range of digital-based information as they research, and they should be taught how to use file naming protocols correctly in order to save their work effectively.

For learning outcome 2, learners need to identify job roles within the four main areas in the creative arts and media sectors that they considered in learning outcome 1. To do this they will need access to research tools and be shown how to search websites, such as Creative Skillset, to gain specific information about these areas. This may be delivered as small-group or individual tasks. Outcomes can be presented in the form of printed materials, supported by notes and downloads. Presentations to the whole group can also be used to generate evidence. Where this approach is used tutors should make sure they have identified the individual's contribution. Witness statements and observation records can be used to record learners' individual work and submission. This learning outcome gives learners an opportunity to use case studies and for centres to provide visits to and from practitioners.

For learning outcome 3, learners will build on information they have sourced for learning outcomes 1 and 2. Tutors need to give learners guidance on the generic skills listed in the *Unit amplification* and explain to learners how they might recognise examples of these skills. Learners should source examples and record information about where they found these sources accurately, referencing them clearly. Tutors may deliver aspects of this learning outcome under the headings shown in the *Unit amplification*, such as creative skills, and then open up a discussion where these skills are considered across the different areas. This can be developed to include other skills such as working in teams and to show how these skills are applied in the four areas. More able learners should be encouraged to explore examples from all the areas as well as cross-discipline or collaborative work. Learners can use a combination of written, visual and verbal language to communicate their findings at the close of the unit. They can also submit examples of their research in digital formats, i.e. film and music. They can use the knowledge and understanding gained to help them in selecting vocational units to study.

Outline learning plan

The outline-learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Introduction to unit and programme of learning
<p>Tutor-led discussion and presentation – considering the definitions of the creative arts and media sectors and the industries that operate within these sectors.</p> <p>Visual/aural examples from each of the four listed industries.</p> <p>Introduce case studies – visits from local freelancers, creatives, performers, and organisations.</p> <p>Learners work in small groups to research examples of employment models within the creative arts and media sectors, such as direct employed, self-employed/freelancer, sole trader, short-term contract, voluntary etc.</p> <p>Group discussion – tutor to outline the validity of all the different models of employment and how they provide a structure for practitioners to work within.</p> <p>In small groups, learners present to peers, outlining their findings.</p> <p>Assessment – tutor to demonstrate how to name files/folders to support the digital-based work to be included in learner submissions. Tutor uses observation to record learner performance in the presentations against the assessment criteria. Evidence submitted includes practical notes/folder of research and findings supported by digital-based work (learning outcome 1).</p>
<p>Tutor-led discussion – builds on from learning outcome 1. Adds detail to the type of role in the different industries. Tutor presentation of job types with characteristics – links to skills aspect in learning outcome 3.</p> <p>Case studies – opportunity to bring in local practitioners to deliver talks/seminars/workshops to learners, explaining their role and what it is they actually do, with physical examples.</p> <p>Assessment – present evidence in the form of practical notes. Questionnaires and compiled information about job roles, supported by digital examples. Tutors assess performance in presentations using observation record (learning outcome 2).</p>

Topic and suggested assignments/activities
<p>Tutor-led discussion and group work, looking at developing themes of generic skills applied across the industries, building from examples in the unit amplification.</p> <p>Learners develop summaries combining written, verbal and digital-based evidence.</p> <p>Tutor to demonstrate and support learners to reach conclusions about how skills are applied in the different industries.</p> <p>Assessment – written, presentation and digital-based evidence, group presentation of outcomes (learning outcome 3).</p>
Assessment feedback, review and evaluation of the unit

Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

Learners can submit work for this unit using a combination of written and verbal formats. Tutors can assess these using observation records, witness statements and other assessment methods. Learners will submit a basic portfolio of research that addresses the three learning outcomes, supported by presentations and discussions.

For 1.1 and 1.2, evidence for assessment can be combined. This will show initial research and recording of information relating to the four main areas of the creative arts and media sectors, and the types of job role discussed and researched.

For 1.1, learners need to identify the main areas of the creative arts and media sectors clearly. This should be in the form of written and visual information and, where possible, examples of film and music. Learners may need assistance in submitting digital work.

For 1.2, learners need to identify the different types of employment, as these apply across the different areas. This can be in response to discussions, visual information and individual or group-based research.

Assessment criteria 2.1, 2.2, 2.3 and 2.4 may be combined into one assessment task. Learners need to demonstrate their knowledge of job roles across all four areas identified in learning outcome 1. Evidence can be in the form of observation records, written notes and tutor observed presentations.

For 2.1, learners must identify the different job roles that with the art, craft and design industry. They should submit written notes and visual examples to support their research. Learners should investigate and identify the roles covered in the unit amplification.

For 2.2, learners need to identify the job roles found in the performing arts industry. They may include digital information if sourced.

For 2.3, learners need to identify job roles within the creative media industry. These is likely to involve some aspect of digest-based research and submission of information. Learners should be directed to naming folders and files clearly for assessment

For 2.4, learners need to identify job roles within the music industries, from performance through to music technology-related roles.

For 3.1 and 3.2, learners will bring together their work on learning outcomes 1 and 2, and identify the skills required to work effectively in the creative arts and media sectors, and how these skills are applied.

For 3.1, learners should present information about the broad range of skills that practitioners need, with examples. This may include case study work. For 3.2, learners should show how these skills are applied in specific contexts and roles within the creative arts and media sectors. This may be a combination of written, visual and digital formats.

Suggested resources

Journals

Creative Industrial Journal – examples of practice and case studies within the creative arts and media sectors

Websites

www.allaboutcareers.com

Careers information for young people

<http://ccskills.org.uk>

Creative & Cultural Skills – the Sector Skills Council for the UK's creative and cultural industries, including craft, cultural heritage, design, literature, music, performing arts and visual arts

www.creativeskillset.org/

Industry body that provides information, support, case studies and visuals for the creative arts and media sectors, including interactive media, film, television, textiles and fashion

www.gov.uk/government/policy-advisory-groups/creative-industries-council

Joint forum between government and the creative industries, list of members and contacts

Unit 2:

Art and Design: Explore 3D Design Crafts

Unit reference number: F/502/3894

Level: 1

Credit value: 4

Guided learning hours: 30

Unit aim

This practical unit explores working in one or more 3 dimensional (3D) design crafts. Learners will develop skills relevant to their creative activities as they investigate a combination of visual language and professional craft materials and methods.

Unit introduction

The learners will have the opportunity to develop personal, work-related skills relevant to creative activities in the craft industry. For the purposes of this unit ceramics, textiles, wood and withies, leatherwork, metalwork and lightweight model making will be investigated. Learners will focus on practising skills in one or more materials.

Primary and secondary resource material will be used to inspire ideas and build research skills. References will be made to how the formal elements of 3 dimensional craft work can be used to communicate message, mood or function, in both historical and contemporary contexts.

On achieving this unit learners will develop self-management skills whilst developing ideas, making objects and learning about tools and equipment. Problem solving and the communication of ideas and intentions will be integrated into the creative activities as learners develop relevant visual language skills. Health and safety requirements will be addressed, as relevant safe working practice is essential in all these areas, both for the worker and for the general public, who often view craft processes.

On completion of the unit, the body of work produced may contribute to each learner's portfolio, which will demonstrate their work-related and practical skills – highlighting the use of appropriate materials, techniques and tools to realise an aim. It will demonstrate learners' ability to reflect upon their own work with regard to artistic and practical considerations.

The unit may be delivered in a classroom or studio setting. It may be enhanced by practical activities outdoors, or site visits. Educational visits related to learners' work have great value; these could be to galleries, museums, artist or designer studios, shops or commercial establishments.

Essential resources

The unit requires diverse secondary sources plus historical and contemporary contextual references. Magazines, books, the internet, DVDs, videos, CD ROMs, visits to art galleries, museums, artist or designer studios and commercial premises may all contribute.

Primary research must not be undervalued as ideas are often at their most original and innovative when developed from observational studies.

Good practical facilities and resources within one specialist area, or a full range of general 3D resources, such as are usually available within an art department, will be required to fully address this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to develop ideas for work in 3D design crafts	1.1	Demonstrate knowledge of Formal Elements	<ul style="list-style-type: none"> □ <i>Formal elements</i>: different formal elements, e.g. line, tone, colour, shape, pattern, texture, form, scale, structure, flow and balance
		1.2	Plan ideas from primary and secondary sources	<ul style="list-style-type: none"> □ <i>Primary and secondary sources</i>: planning, e.g. brainstorming, development exercises, materials, techniques, size of work(s); primary sources, e.g. visits to galleries, exhibitions or museums, recording, e.g. sketches, photos; secondary sources, e.g. libraries, websites, scrapbook with photocopies, prints, collected items, clippings, books, magazines, leaflets, TV and other formats; limitations, e.g. time, materials, availability of space
		1.3	Present aims for work in 3D design crafts	<ul style="list-style-type: none"> □ <i>Present aims</i>: methods, e.g. verbally, written, storyboard □ <i>Design crafts</i>: types, e.g. ceramics; textiles; wood and withies; leatherwork; metalwork; lightweight modelling
		1.4	Prepare for and contribute to discussions of ideas and opinions	<ul style="list-style-type: none"> □ <i>Discussions</i>: follow main points; make relevant and positive contributions; respect others' rights to speak; aids, e.g. presentation, thumbnail sketches, ideas worksheets, computer-aided visuals

Learning outcomes		Assessment criteria		Unit amplification
2	Be able to produce work in 3D design crafts	2.1	Produce 3D design crafts using appropriate materials, methods and equipment	<ul style="list-style-type: none"> □ <i>Materials:</i> different materials, e.g. leather, withies, thick card, metals, plastics, wood and wood-based products, stone, tesserae, plaster blocks, soap, wax blocks, found objects, scrap materials, paper pulp, papier-mâché, modroc, plasticine, wire, square or round aluminium armature, clay, slips, glazes, oxides, wet plaster, molten wax, textiles, foam, latex, scrap materials, wools, yarns, fabrics □ <i>Methods:</i> different methods, e.g. construct, cut, carve, form, shape or model, layer, mould or cast, join, assemble paint, finish set, fire, harden, slump, fuse □ <i>Tools and equipment:</i> ceramic, e.g. hand modelling tools, banding wheels, potter's wheel, kilns, glass, e.g. cutters, pincers, grinder, drills; general, e.g. hand and machinery tools, craft knives, scalpels, saws, chisels, embossing tools, vacuum former for use with paper, card, wood, metal, leather and plastics; textiles, e.g. sewing needles, scissors, shears and sewing machines; ICT, e.g. computers, printers, scanners, cameras □ <i>Working methods:</i> materials; methods; processes; correct technical terms
		2.2	Demonstrate self-management skills	<ul style="list-style-type: none"> □ <i>Self-management skills:</i> attendance; punctuality; complete tasks within agreed deadlines; flexibility; take responsibility, e.g. gathering materials, setting up, tidying up; self-motivation; assertiveness; readiness to improve own performance based on feedback
		2.3	Describe measures taken to reduce risks in the work area	<ul style="list-style-type: none"> □ <i>Safety:</i> risks and hazards; appropriate dress; personal protective equipment; materials; tools; work area

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to comment on own work	3.1	Present information and points of view about their ideas, using appropriate language	<ul style="list-style-type: none"> □ <i>Discussions</i>: own view point, e.g. strengths, weaknesses, improvements; responses; methods, e.g. sketchbook annotations, written notes, verbal feedback, recordings, illustrated verbal presentations, informal discussion, tutorials, group discussions; make relevant and positive contributions; respect others' rights to speak.
		3.2	Prepare for and contribute to formal discussions of ideas and opinions.	

Information for tutors

Delivery

This unit focuses on skills used by contemporary designers and makers in the craft industry. Learners will need to be made aware that the definition of the word craft is never exact or specific. Decorative craftwork often borders on fine art, and craft workers are often referred to as designer-makers. Craft objects often have a function and are usually produced individually.

The unit is delivered primarily in the studio where learners have access to a range of techniques and processes. Initial exploration to produce trials and maquettes may be in several different materials or in-depth exploration in one material, such as: clay; pinch pots, slabbing, coiling, throwing, using slips, glazes and oxides; metals; cutting, joining, soldering, welding, painting, applying patina, planishing, annealing; textiles and soft furnishings; machine and hand sewing using fabrics, trimmings, embroidery, knitting, crochet, macramé, appliqué, pattern making, cutting, joining, constructing; lightweight model making; architectural models/theatrical set design (working with scale, perspective, cutting, joining, constructing); model-making for animation – using a flexible armature, plasticine or related products.

A varied approach to delivery is recommended to stimulate and motivate learners to explore the potential of materials and associated methods. Demonstrations of new techniques by the tutor, viewing videos of techniques and processes, taster workshops, group activities and visits are encouraged. For the purpose of effective time management research from a previous unit may be referenced, as the preparation for and clearing away of 3D work is especially time consuming. Learners will be encouraged to take personal responsibility for these activities, and to keep an organised, clean and tidy workplace.

It will be of particular interest for learners to communicate with a professional designer and to investigate the constraints encountered working in the real world. Learners find it an enlightening and motivating experience to hear and see how a professional works, what inspires them, what they make, what materials and techniques they use, what studio space and equipment they have and how the need to make money affects what they make. Open days at further and higher education establishments will be of interest to broaden learners' horizons and to show making and presentation techniques at their best.

The tutor will need to offer direction and support in the research and experimental stages of the work, also guidance in the organisation of the work produced in folders, sketchbooks, on presentation sheets and by trials and maquettes.

Both primary and secondary sources must be investigated. Tutors are advised to select a topic or theme carefully to offer readily available research material and give coherence to the work that will combine the formal elements, such as line, tone, colour, shape, pattern, texture, form, scale, structure, flow and balance with the use of materials, techniques and equipment.

A fictional vocational scenario may bring realism to the activities by identifying the client and target audience, and introducing constraints and opportunities for problem solving. Jewellery, candleholders, vessels, stage set model boxes and other functional or purely decorative items may be produced. Alternatively learners may choose to investigate model making for 3D animation.

Learners can be encouraged to make their own choices and to communicate clearly when presenting their aims within the parameters of the given brief.

Research is likely to take a 2D form in the early stages, unless working directly in 3D, for example on an observational study in clay or plasticine, but the development of ideas must involve both 2D representation of ideas such as sketches, plans, notes, technical drawings and 3D experimentation (trials and maquettes).

The use of technological media such as computers, printers, scanners, video or stills photography is encouraged alongside traditional and modern hand techniques, as they often play an intrinsic part in the development and recording of ideas, and act as evidence for the presentation of a finished piece. If model making for animation is chosen, appropriate computer, photographic and model-making facilities must be combined to give an indication of how the final outcome will look on film.

When researching and developing ideas and producing the final outcome, skills such as self- and time management, the communication of ideas and intentions, presentation skills and safe practice will be incorporated by means of relevant, integrated tasks. Self-management is essential. Learners need to collect and record information in an ordered way and review development at each stage of their work. Working as part of a group, especially in animation model making, may be incorporated in the production of the final piece as long as individual achievement is clearly recorded. However, even if learners are not involved in group projects, the key qualities of support, mutual respect and sharing of facilities and resources are inherent in all activities. The ability to give constructive criticism within the peer group, without negativity or giving offence, is an essential skill.

It is necessary for learners to record the methods and processes they use. Many practitioners keep a technical notebook to record details for future reference. This will involve recording techniques step-by-step, and the processes that the materials go through, for example firing clay or glass, setting plaster. This can be done by using storyboard techniques or labelled photographs as an alternative to purely written evidence. Centre-devised quizzes, writing frames or interactive handouts may also be of use.

Regular feedback should be given to learners, both informally in day-to-day discussion and formally via interim cut-off points within the activities. Learners should be encouraged to discuss the methods used, choices made, the quality of their work and their progress. This may be verbal as informal discussion with the tutor, group discussion or individual presentations. It may be written, in notes and annotation in learner sketchbooks, or as final comment on their work. Summative feedback and the opportunity for improvement should be given at the conclusion of an activity. Formative notes may also contribute here. Guidance will be needed to help learners answer questions such as 'Which formal elements were used? What techniques and processes were used? What went well and why? What went badly and why? What new skills were learned? What are the strengths of the work for example use of visual language, materials, methods? Is it fit for purpose? What could improve the work?'

Working in the studio can be hazardous. Learners need to be aware of the health and safety issues relating to the media, materials and equipment they use. They should know how to reduce risks to themselves and others by thinking and working safely. A common sense approach should be emphasised, rather than merely referring to rules and regulations. Identification of the following is important; appropriate dress for example tie long hair back, no hanging jewellery; protective equipment for example goggles, face masks, gloves, aprons, sensible footwear; materials and tools for example follow manufacturers' guidelines; good ventilation for example when using glues, sprays; work area for example avoid hazards in gangways, trailing leads, not obstructing fire exits, keeping work areas clean and tidy. Keeping a health and safety logbook may be beneficial for learners.

Outline learning plan

The outline-learning plan has been included in this unit as guidance, and is not meant to be prescriptive. The tutor is encouraged to create outline-learning plans that will suit their own teaching style and also suit their learners.

Topic and suggested assignments/activities

Introduction to the unit

Learners will be given an overview of the unit; what they will be doing, what is expected of them and what it is they are aiming for.

Learners should consider health and safety throughout, notes could be kept in sketchbooks where appropriate, researching the theme for homework.

Quizzes, worksheets and handouts should be used throughout the unit to back up learning. Tutors should give advice on how learners can file these for later use. It would also be helpful for learners to be shown how to compile their findings, from research and trial work, in accessible way.

To help learners start the tutor should discuss possible themes with them. Suggested themes could be organic forms, geometric forms, structures, water, weather etc. Class to discuss possible research opportunities and starting points.

The initial presentation of the theme to the learners should generate a group discussion regarding possible research opportunities, visits, outcomes etc and will help to generate enthusiasm and focus in learners and get them started.

Discussion of the formal elements used and examples of work by artists and designers to exemplify work. This could be by inviting a local practitioner to work with learners. Alternatively, visits could be made to craft fairs or the learner could visit shops where craft is sold.

Throughout the unit the following questions should be asked and addressed; Which formal elements were used? What techniques and processes were used? What went well and why? What didn't go as planned and why? What could improve the work? These are key questions that will build towards summative evaluation.

The tutor could lead the development of the craft production by asking the learner to produce an item with a purpose based on their themed research, such as a hatstand with an ocean theme.

Present and comment on final outcome (in writing or verbally) at pre-arranged time.

Assessment

Assessment evidence will be cumulative throughout the activities undertaken. It must be viewed holistically as opportunities to cover a particular criterion may well be presented more than once.

To generate assessment evidence learners will be encouraged to discuss the methods used, choices made, the quality of their work and their progress. This may be verbal as in informal discussion with the tutor, in group discussions or individual presentations, and could be an alternative to writing. Observation records by tutors and witness statements by others involved in delivery (such as visiting artists) are permissible forms of evidence for these. Learners' own written and visual evidence for assessment may be in sketchbooks, on worksheets and presentation sheets and in the final outcome.

To achieve assessment criterion 1.1 learners must be able to demonstrate an understanding of formal elements. These will be identified in learners' own work. Elements such as line and form, the use of scale, colour and texture are likely to be relevant. This knowledge can be assessed from visual, verbal and written evidence.

Learners will show evidence for 1.2 by exploring more than one example of both primary and secondary sources. For primary research, assessment will be of learners' own observational studies, supplemented by their own drawings, photographs or other records. All other sources are secondary. For example, learners might first draw and photograph a machine (primary), then look at books on the subject and the work of engineers, artists or designers (secondary). Assessment will be based on how learners collect, then use, material to plan ideas that meet the needs of the given theme.

The aims provided for 1.3 will be practical and skills based, rather than conceptual, leading to the creation of a body of work and a final outcome. Evidence may take the form of a short written statement near the start of a brief, or a short verbal presentation.

Opportunities will occur throughout the unit for learners to demonstrate competence of 1.4, both formally and informally. Initially, these ideas will be a response to the research material learners have gathered, and will continue within the development and modification of the work as it progresses. Evidence can be visual, verbal or written and relate to all aspects of the brief.

Learning outcome 2 may be evidenced through sketchbooks, studies, worksheets, annotations, action plans, self-assessment checklists, organisation of portfolio, witness testimonies, observation reports, peer group assessment, one-to-one discussions or group discussions, health and safety logbook.

For 2.1, learners will explore more than three types of materials, techniques and processes, showing some development and understanding from the initial trial stage. Some coherent work needs to be produced based on and developed from the original theme and ideas generated. An understanding of appropriate tools, material, scale and time given to the work(s) must be evidenced in more than one piece. There is no prerequisite number of trials or maquettes that should be produced for this unit but one final outcome is required to show the completion of the design and making process.

Assessment for 2.2 will be on each learner's approach to their practical work and their motivation and desire to succeed. These also relate to practical activities such as working in a tidy and responsible manner and to generic skills such as attendance and punctuality, assertiveness, willingness to respond to feedback and an ability to reflect the set theme. Assessment evidence may be by tutor observation reports, witness testimonies, action plans, self-assessment checklist, organisation of portfolio, peer group assessment, one-to-one discussions or group discussions.

To achieve assessment criterion 2.3, learners need to identify potential risks and hazards within the work area and describe the measures to be taken to reduce these risks. Learners will show that they have followed the health and safety guidelines for the materials, techniques and processes used. Observation of safe practice can be documented by tutors, and from records kept by learners. Keeping a health and safety logbook may be beneficial for learners; these, and witness statements confirming tutor observation of safe practice in the workshop, are also acceptable evidence.

For assessment criterion 3.1, learners need to demonstrate some understanding of their use of materials, methods, processes and use some correct technical terms. Comments on the strength and weakness of their work need to be made on more than one aspect of their learning and their work. Final comment may be supported by ongoing evaluative comments, sketchbook annotations, reference to learning from verbal feedback, illustrated verbal presentations and written notes from informal discussion, tutorials or group discussions. The use of audio or visual recording of learners presenting their work, or individual or group critiques, may also support this evidence. Witness testimonies, observation reports, peer group assessment, self-assessment checklist, one-to-one discussions and group discussions will all provide assessment evidence.

For assessment criterion 3.2, learners need to make relevant and positive contributions to discussions regarding their work and respect others' rights to speak. Learners must be able to add positive comments on feedback given to them.

Suggested resources

Books

De Waal E — *Ceramics Design Sourcebook* (Struik Publishers, 2003)

Grillo P J — *Form, Function and Design* (Dover Publications Incorporated, 1975)
ISBN 9780486201825

Marks T — *Good Design: Deconstructing Form, Function, and What Makes Design Work* (Rockport Publishers, 2009) ISBN 9781592535293

Tanner A — *Batch: Craft, Design and Product: the work of the Designer/Maker* (Bloomsbury publishing, 2010)

Magazine

Crafts magazine – published bi-monthly by the Crafts Council, *Selvedge magazine*.

Websites

www.amazon.co.uk

A huge selection of subject-specific books including ceramics

www.craftscouncil.org.uk

Search for makers, organisations and opportunities

Unit 3:

Art and Design: Explore Mixed Media

Unit code: M/502/3891

Level: 1

Credit value: 4

Guided learning hours: 30

Unit aim

This is a practical unit where learners will combine a variety of mixed media, methods and technologies to produce creative artwork. Learners will practise and develop their skills through observation and experimentation.

Unit introduction

Learner taking this unit will experience a wide variety of mixed media, techniques and processes. They will explore and produce a range of outcomes showing the creative use of different materials and techniques.

Learners will be introduced to the concept of primary and secondary resource material and will use them to inspire ideas and build research skills. They will explore different materials and their qualities and gain insight into how to use different methods and materials for different results. Learners will be encouraged to use techniques and processes appropriately and to combine media, techniques and technologies wherever possible. There is no requirement to produce one, single, final outcome. Evidence for this unit may be from work produced through practical exercises, samples, studies and experiments, along with written work where appropriate.

Learners will have the opportunity to gain work-related skills while working with mixed media as they develop and record a range of creative ideas. They will practice self- and time management skills whilst developing their skills using mixed media, learning about the visual language and using appropriate media, methods and technologies. The communication of ideas and intentions and problem solving will be integrated into creative activities. Health and safety requirements need to be addressed in order for learners to be aware of safe working practice.

On completion of the unit, this body of work may be used to begin, or enhance an existing art and design portfolio, and will indicate each learner's level of practical skill in a variety of mixed media.

The unit should be delivered in a classroom or studio setting. It may be enhanced by practical activities outdoors, such as observational studies or site visits. Educational visits related to learners' work have great value. These could be to galleries, museums and artist or designer studios.

Essential resources

Learners need access to a range of different types of materials for mixed media work. For example, pencil; paint; pastel; charcoal; inks; print; dyes; fabrics; paper; card; magazines; yarn; string; wool; stencils; found objects. Also, equipment such as brushes, boards, easels, rulers, scissors, blades, guillotine, glues, rollers, lino blocks, cutting tools, needles, pins; technology, e.g. cameras, software programmes, printers, scanners.

Learners require primary sources for observational research and recording such as natural forms, geometric forms, still life arrangements, mirrors etc.

Learners also require access to diverse secondary sources plus historical and contemporary contextual references. Magazines, books, the internet, DVDs, videos, CD ROMs, visits to art galleries, museums, artist or designer studios may all contribute.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to develop ideas for work in mixed media	1.1	Demonstrate knowledge of Formal Elements	<ul style="list-style-type: none"> □ <i>Formal elements</i>: different formal elements, e.g. line, tone, colour, shape, pattern, texture
		1.2	Plan ideas from primary and secondary sources	<ul style="list-style-type: none"> □ <i>Primary and secondary sources</i>: planning, e.g. brainstorming, development exercises, materials, techniques, size of work(s); primary sources, e.g. visits to galleries, exhibitions or museums, recording, e.g. sketches, photos; secondary sources, e.g. libraries, websites, scrapbook with photocopies, prints, collected items, clippings, books, magazines, leaflets, TV and other formats; limitations, e.g. time, materials, availability of space
		1.3	Present aims for work in mixed media	<ul style="list-style-type: none"> □ <i>Present aims</i>: methods, e.g. practical and skills based, mood, meaning, maquettes or models, final outcome
		1.4	Prepare for and contribute to discussions of ideas and opinions	<ul style="list-style-type: none"> □ <i>Discussions</i>: follow main points; make relevant and positive contributions; respect others' rights to speak; aids, e.g. presentation, thumbnail sketches, ideas worksheets, computer-aided visuals
2	Be able to produce work in mixed media	2.1	Produce work in mixed media using appropriate materials, methods and equipment	<ul style="list-style-type: none"> □ <i>Materials</i>: different materials, e.g. pencil, paint, pastel, charcoal, inks, print, dyes, fabrics, paper, card, magazines, yarn, string, wool, stencils, found objects, plaster, sand, chippings □ <i>Processes</i>: different processes, e.g. drawing, painting, collage, montage, monoprinting, relief printing, embroidery, basic photography □ <i>Equipment</i>: different equipment, e.g. brushes, boards, easels, rulers, scissors, blades, guillotine, glues, rollers, lino blocks, cutting tools, needles, pins; technology, e.g. cameras, ICT equipment □ <i>Working methods</i>: materials; methods; processes; correct technical terms

Learning outcomes		Assessment criteria		Unit amplification
3		2.2	Demonstrate self-management skills	<ul style="list-style-type: none"> □ <i>Self-management skills</i>: attendance; punctuality; complete tasks within agreed deadlines; flexibility; take responsibility, e.g. gathering materials, setting up, tidying up; self-motivation; assertiveness; readiness to improve own performance based on feedback
		2.3	Describe measures taken to reduce risks in the work area	<ul style="list-style-type: none"> □ <i>Safety</i>: risks and hazards; appropriate dress; personal protective equipment; materials; tools; work area
	Be able to comment on own work	3.1	Present information and points of view about their ideas, using appropriate language	<ul style="list-style-type: none"> □ <i>Discussions</i>: own view point, e.g. strengths, weaknesses, improvements; responses; methods, e.g. sketchbook annotations, written notes, verbal feedback, recordings, illustrated verbal presentations, informal discussion, tutorials, group discussions; make relevant and positive contributions; respect others' rights to speak
		3.2	Prepare for and contribute to formal discussions of ideas and opinions	

Delivery

Tutors delivering this unit have opportunities to use a wide range of materials, techniques and processes. Although the majority of learner work will be carried out in a studio environment, it will be helpful to include group discussions and visits to galleries or exhibitions. Research using the internet and library resources will form part of the learning programme. Learners should be encouraged to look at the work of other artists using mixed media to inform and inspire their own work.

Learners will need direction at this level. They will require support in the research and experimentation stages of their work, as they gain confidence and practical skills, and guidance in the organisation of their work; in folders, sketchbooks and on presentation sheets. Focus may be aided by the introduction of a theme such as the human form, machines, cityscapes etc. The tutor can use the theme to collect a range of appropriate contextual material and possible sources for observational studies, such as life drawing, cogs and machine parts, images of buildings, or use objects collected by learners. The initial presentation of the theme to learners should generate a group discussion regarding possible research opportunities, visits, outcomes etc and will help to get all learners started.

Learners must be familiar with the working characteristics of the 2D materials they choose to use. This will involve investigating how materials can be manipulated, what makes them attractive and interesting, how can they be used and how well they are suited to the intended purpose. Learners could begin by experimenting with different types of montage and collage, perhaps based on a theme. They need to describe how the different processes have influenced their ideas. It is worth trying to get learners to recycle and reuse material, for example tearing up unwanted monoprints for use with collage and using old photographs for cutting up to make landscapes is an interesting exercise. Learners can then move on to more complex mixed media experiments, perhaps using fabrics and yarns, photographs, inks, dyes and found materials. Learners will explore the formal elements of line, texture, colour and composition and learn how to combine materials and techniques in both traditional and more experimental and exciting ways.

Inspiration can come from many sources in both the natural and man-made world. Learners should first explore primary sources to inspire the development of ideas. Secondary sources can be diverse and wideranging. The work of others will provide valuable inspiration on ways of using a variety of mixed media techniques. Learners should be encouraged to recognise and consider the formal elements in their own work and identify them in the work of others.

Technological media such as computers, printers, scanners, photography etc are useful as they often play an intrinsic part in the development and realisation of ideas, for example recording work in progress, experiments with colour and manipulation of drawings.

Delivery should stimulate, motivate and inspire learners. It should be planned to help learners develop knowledge and understanding of working with a variety of media and materials and their associated techniques and processes. Demonstrations of techniques should entertain, encourage learners, and where relevant worksheets on techniques could be given as learning aids. Experimentation with media and scale should be encouraged. Each medium and technique has its own set of rules and methods for use. Learners need to be able to select and use suitable mixed media materials, techniques and processes appropriate to the task and suitable for their intended outcome.

They will also need to comment on the progress of their work such as what they feel has worked well and why. Records should relate directly to methods and processes learners use in their work, rather than being a theoretical exercise. Learners could be encouraged to talk about their work, either on a one-to-one basis or as part of a group discussion and this could act as an alternative to a written report. Centre-devised quizzes, writing frames or gapped handouts may also be useful.

Regular feedback should be given to learners, both informally in day-to-day discussion and formally via interim cut-off points within the activities. Learners should be encouraged to discuss the methods used, choices made, the quality of their work and their progress. This may be verbal as informal discussion with the tutor, group discussion or individual presentations. It may be written, in notes and annotation in their sketchbooks, or as final comment on their work. Summative feedback and the opportunity for improvement should be given at the deadline of an activity. Formative feedback should be given throughout delivery of the unit.

Visits to galleries, studios and exhibitions are very much encouraged. Learners will be required to comment on their own work and that of others. Support will be needed to encourage a response to questions such as: 'Which formal elements were used? What techniques and processes? What went well and why? What did not work well and why? What new skills have you learned? What could you do to improve your work?'

Group discussions and presentation of work to the peer group and others will have great value. Even though learners are not involved in group projects the key qualities of support, mutual respect and sharing of facilities and resources are inherent in all activities. The ability to give constructive criticism within the peer group, without negativity or giving offence, is a key skill.

Generic work skills such as self- and time management, the communication of ideas and intentions, presentation skills and safe practice, should be incorporated by means of relevant, integrated tasks. Self-management is essential. Learners will need to collect and record information in an ordered way and review development at each stage of their work.

Working in the studio can be hazardous. Tutors need to ensure learners are made aware of the health and safety issues relating to the media, materials and equipment they use. Learners should be shown how they reduce risks to themselves and others by thinking and working safely. A common sense approach should be emphasised, rather than merely referring to rules and regulations. Identification of the need for appropriate dress (for example tie long hair back, no hanging jewellery) and protective equipment (for example goggles, face masks, gloves, aprons, sensible footwear; materials) is important. Learners should be made aware of the necessity of following manufacturers' instructions and guidelines for tools, equipment and materials. Knowledge of good practice in the work area should also be emphasised as this kind of approach is transferable to other work spaces (for example avoid hazards in gangways, trailing leads, not obstructing fire exits, keeping work areas clean and tidy). Keeping a health and safety logbook may be beneficial for learners.

Outline learning plan

The outline-learning plan has been included in this unit as guidance, and is not meant to be prescriptive. The tutor is encouraged to create outline-learning plans that will suit their own teaching style and also suit their learners.

Topic and suggested assignments/activities

Introduction to the unit

What is mixed media? The unit could begin with a class discussion into the many and varied ways mixed media has been used and the effects produced.

Learners will be given an overview of the unit; what they will be doing, what is expected of them and what it is they are aiming for.

Learners should consider health and safety throughout, notes could be kept in sketchbooks where appropriate, researching the theme for homework.

Quizzes, worksheets and handouts should be used throughout the unit to back up learning. Tutors should give advice on how learners can file these for later use. It would also be helpful for learners to be shown how to compile their findings, from research and trial work, in accessible way.

To help learners start the tutor should discuss possible themes with them. Suggested themes could be organic forms, geometric forms, structures, water, weather etc. Class to discuss possible research opportunities and starting points.

The initial presentation of the theme to learners should generate a group discussion regarding possible research opportunities, visits, outcomes etc and will help to generate enthusiasm and focus and get learners started.

Discussion of the formal elements used in 2D work and examples of work by artists and designers to exemplify work.

Learners must be familiar with the working characteristics of materials they choose to use. This will involve investigating how materials can be manipulated, what makes them attractive and interesting, how can they be used and how well they are suited to the purpose intended.

Learners could begin by experimenting with different types of montage and collage, perhaps based on a theme.

Learners discuss their work and ideas with their tutor and also as a group to decide which of their mixed media pieces have been the most successful, where improvements could be made etc.

Learners move on to more complex mixed media experiments, perhaps using fabrics and yarns, photographs, inks, dyes and found materials. Learners will explore the formal elements of line, texture, colour and composition and learn how to combine materials and techniques in both traditional and more experimental ways.

Learners look at the work of other artists and designers and learn how they can use similar techniques and ideas in their own work.

Ongoing – health and safety considerations, notes in sketchbooks, where appropriate, homework studies.

Learners discuss their work and ideas with their tutor and also as a group to decide which mixed media pieces have been the most successful, where improvements could be made etc.

Topic and suggested assignments/activities

Learners investigations will show an improving awareness and working understanding of the creative potential of mixed media. They should be able to work in an organised manner combine to knowledge, skills and understanding to produce a range of creative and effective mixed media and comment effectively on their work and the work of others using correct technical terms.

Evidence for this unit will be work produced through a series of practical exercises, samples, studies, experiments. Work will be selected to show how ideas have been developed using suitable media and techniques. Learners are to be given guidance and support when organising and collating their work and the portfolio for the unit must be completed by the set deadline.

At the end of the unit, learners present their favourite three pieces of work to the group – saying why they have chosen the work and why they feel it is successful.

Assessment

Assessment evidence will be cumulative throughout the activities undertaken. It must be viewed holistically as opportunities to cover a particular criterion may well be presented more than once.

To generate assessment evidence learners will be encouraged to discuss the methods used, choices made, the quality of their work and their progress. This may be verbal as informal discussion with the tutor, in group discussions or individual presentations, and could be an alternative to written work. Observation records by tutors and witness statements by others involved in the delivery (such as visiting artists) are permissible forms of evidence for these. Learners' own written and visual evidence for assessment may be in sketchbooks, on worksheets and presentation sheets and in the optional final outcome.

Formal elements must be identified in the learner's own work to evidence criterion 1.1. Elements such as line and form, the use of scale, colour and texture are likely to be relevant. This knowledge can be assessed from visual, verbal and written evidence.

Learners need to show evidence of exploring more than two examples of both primary and secondary sources to fulfil criterion 1.2. For primary research, assessment will be of learners' own observational studies, supplemented by their own drawings, photographs or experimental samples. All other sources are secondary. For example, learners might first draw and photograph organic and marine forms (primary), then look at books on the subject and the work of artists and designer (secondary). Assessment will be based on how learners collect, then use, rudiments of the material to plan ideas that meet the needs of the given theme.

For criterion 1.3, learners present their aims. Aims will be practical and skills based, rather than conceptual, leading to the creation of a body of work and an optional final outcome. Evidence may take the form of a short written statement near the start of a brief, or a short verbal presentation.

Opportunities will occur throughout the unit to gain evidence for criterion 1.4, formally and informally. Initially, these ideas for discussion will be a response to the research material learners have gathered, and will continue within the development and modification of the work as it progresses. Evidence can be visual within the work, verbal or written and relate to all aspects of the brief.

Learning outcome 2 may be evidenced through sketchbooks, studies, worksheets, annotations, action plans, self-assessment checklists, organisation of portfolio, witness testimonies, observation reports, peer group assessment, one-to-one discussions or group discussions, health and safety logbook.

For criterion 2.1, learners will explore at least five materials, techniques and processes, showing some development and understanding from the initial trial stage. Three pieces on different surfaces and sizes need to be produced based on and developed from the original research and ideas. An understanding of appropriate tools, material, scale and time given to the work(s) must be evidenced in more than one piece.

Assessment for 2.2 will be on each learner's approach to their practical work and their motivation and desire to succeed. These also relate both to practical activities such as working in a tidy and responsible manner and generic skills such as attendance and punctuality, assertiveness, willingness to respond to feedback and an ability to reflect the set theme. Assessment evidence may be by tutor observation reports, witness testimonies, action plans, self-assessment checklist, organisation of portfolio, peer group assessment, one-to-one discussions or group discussions.

For 2.3, learners will show that they have followed the health and safety guidelines for the materials, techniques and processes used. At this level of study, the ability to identify risks and hazards will be much more valuable than quoting legislation. Observation of safe practice can be documented by tutors, and from records kept by learners. Keeping a health and safety logbook may be beneficial for learners; these, and witness statements confirming tutor observation of safe practice in the workshop, are also acceptable evidence.

For assessment criteria 3.1, learners must comment on their own work. Through comment learners need to demonstrate some understanding of their use of materials, methods, processes and use some correct technical terms. Comments on the strength and weakness of their work need to be made on more than one aspect of their learning and their work. Final comment may be supported by ongoing evaluative comments, sketchbook annotations, reference to learning from verbal feedback, illustrated verbal presentations, written notes from informal discussion, tutorials or group discussions. The use of audio or visual recording of learners presenting their work, or individual or group critiques, may also support this evidence.

For assessment criterion 3.2, learners need to make relevant and positive contributions to discussions regarding their work and respect others' rights to speak. Learners must be able to add positive comments on feedback given to them.

Suggested resources

Books

Atkinson J, Harrison H and Grasdahl P — *Collage Sourcebook: Exploring the Art and Techniques of Collage* (Rockport Publishers Incorporated, 2005)
ISBN 9781592531011

Bautista T — *Collage Unleashed: Paint, Bind, Stitch, Play* (North Light Books, 2006)
ISBN 9781581808452

Brommer G — *Collage Techniques: A Guide for Artists and Illustrators* (Watson-Guption Publications Incorporated, 1994) ISBN 9780823006557

Grey M and Wild J — *Paper, Metal and Stitch* (Batsford Ltd, 2007)
ISBN 9780713490671

Ludwig L K — *Mixed-media Nature Journals: New Techniques for Exploring Nature, Life, and Memories* (Rockport Publishers Incorporated, 2008) ISBN 9781592533671

Michel K — *The Complete Guide to Altered Imagery: Mixed Media Techniques for Collage, Altered Books, Artist Journals and More (Quarry Book)*
(Rockport Publishers Incorporated, 2005) ISBN 9781592531776

Perella L — *Alphabetic: An A to Z Technique Guide for Collage and Book Artists (Quarry Book)* (Rockport Publishers Incorporated, 2005) ISBN 9781592531769

Perella L — *Art Making, Collections & Obsessions: An Intimate Exploration of the Mixed Media Work & Collections of 35 Artists* (Rockport Publishers Incorporated, 2008) ISBN 9781592533633

Taylor B — *Mixed Media Explorations: Blending Paper, Fabric, and Embellishment to Create Inspired Designs* (Quilting Arts, LLC, 2006) ISBN 9780976692829

Websites

<http://arthistoryresources.net/ARTH20thcentury.html>

www.casholmes.textilearts.net

www.signedoriginals.co.uk/artists/mixed.media

www.tate.org.uk

www.theartistsweb.net/directory/Artists/Mixed_Media

Unit 4: Developing Video Products

Unit code: D/601/2167

Level: 1

Credit value: 4

Guided learning hours: 40

Unit aim

This unit gives learners knowledge of the basic techniques and technology of video production and the skills required.

Unit introduction

The main emphasis of this unit is on the processes involved in video production work. The unit is likely to be delivered using digital systems.

After an initial investigation of video production techniques learners will work through the three stages of pre-production, production and post-production, to produce a video production outcome. Learners could be encouraged to work as part of a team.

Essential resources

Resources must be available for learners to watch and take part in evaluating video programmes either in a group or individual context. Appropriate filming equipment and editing resources must be available to learners.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know video production techniques and technology	1.1	Identify digital video equipment	□ <i>Digital video equipment:</i> e.g. MiniDV recorder, HD camcorder, SD camcorder
		1.2	Describe digital video techniques	□ <i>Digital video techniques:</i> e.g. framing, shot type (close up, low angle), shot length; camera set ups, e.g. setting up the recording equipment in the correct way, e.g. using a tripod, positioning microphones
2	Be able to generate ideas for a video production	2.1	Collect information from different sources to generate ideas for a video production	□ <i>Sources:</i> e.g. viewing video productions, looking for stories, internet □ <i>Ideas:</i> message; subject; information to be communicated; story, e.g. drama, news item, audience; methods, e.g. mind-map ideas, gather visual references, drawings, thumbnail sketches; exploring professional practice
3	Be able to apply pre-production techniques	3.1	Prepare a storyboard for an agreed video production	□ <i>Storyboard:</i> methods e.g. hand drawn or digital photos, shot length, shot type and annotations; sequencing
		3.2	Prepare a plan to produce an agreed video production	□ <i>Planning:</i> factors, e.g. timelines, equipment lists, location, and style of video, audience, budget, contingency, resources, talent, crew

Learning outcomes		Assessment criteria		Unit amplification
4	Be able to undertake production and post-production work for agreed video production	4.1	Choose appropriate equipment to produce agreed video	<input type="checkbox"/> <i>Production</i> : appropriate equipment – camera, tripod, sound, lighting; skills, e.g. setting up, run through, shooting, logging shots
		4.2	Demonstrate appropriate production skills while producing agreed video	
		4.3	Follow appropriate post-production processes for agreed video production	<input type="checkbox"/> <i>Post-production</i> : post-production practices, e.g. editing picture, editing sound, adding graphics, adding text
		4.4	Follow health and safety procedures	<input type="checkbox"/> <i>Health and safety</i> : working safely with electrical equipment and computers, e.g. video cameras, digital editing equipment; handling lighting; handling props
5	Be able to review own work	5.1	Collect feedback on work from different sources	<input type="checkbox"/> <i>Collecting feedback</i> : asking questions; listening to others; feedback from others, e.g. peers, tutor
		5.2	Review aspects that went well	<input type="checkbox"/> <i>Format of review</i> : e.g. verbal, presentation, discussion, audio, audio-visual, written annotations
		5.3	Review aspects that could be improved	<input type="checkbox"/> <i>Performance</i> : aspects, e.g. own work, time management, fitness for purpose of process and product; what was achieved; how it was achieved; how it could be improved

Information for tutors

Delivery

This unit is designed as an introduction to video production and as such should give the learner a basic understanding of professional practices, whilst encouraging them to develop an interest through experimentation.

This unit requires the learner to think of and select ideas using investigation into professional work as a starting point, and then to plan and produce own video material. Owing to the nature of the work some production work can be team based. The learning programme should be balanced to allow for technical input (such as compositional elements of video and camera usage) and workshop time to give all learners an opportunity to experiment with different techniques and technology. When working as part of a group it is important that learners understand their individual roles and that work is structured in such a way as to allow individual achievement to be accurately assessed. Learners could revolve around production and post-production roles to ensure they can experience each area.

Investigation into how professionals working in video have used 'similar' resources should include visual enquiry and practical exploration. For example, learners could be asked to explore the source of an idea or a variety of camera angles or compositions that they have seen in professional work. Research could include a consideration of different styles of video production, from music video to documentaries, in developing an awareness of techniques and styles.

When producing video recordings the learner will need to use a range of resources. They will need to understand how to use recording equipment and techniques in an appropriate and safe way.

At this introductory stage learners should prepare pre-production work in response to an agreed brief or topic. Learners will need to be introduced to the importance of research and this can initially be tutor-led in the form of a range of video production examples. The learner should be encouraged to recognise the importance of pre-production and preparation as the key to successful video production work. Learners should be shown examples of storyboards and produce their own to gain an understanding of sequencing.

In response to an agreed brief or topic, the learner should demonstrate the skills they have learned to effectively produce a video production in whole or part form. They also need to understand the importance of health and safety during a production.

Learners should be encouraged to keep production notes or a blog to log the work they have achieved.

Note: While learners should have an awareness of, and may experiment with, post-production techniques, there is no requirement in this unit for them to produce final edited footage.

Learners are required to discuss both their experience and achievement in this unit. They may answer questions such as: What was achieved? How was it achieved? How could it be improved?

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities and assessment
Introduction to unit and programme of learning.
<p>Tutor delivery – digital video equipment and techniques, shooting techniques, what to look for in professional work.</p> <p>Learners identify digital video equipment and describe techniques through discussion with the tutor or on a worksheet (learning outcome 1).</p> <p>Group discussion – developing ideas for video production, sources of ideas.</p> <p>One-to-one discussion with the tutor to identify ideas (learning outcome 2).</p>
<p>Investigation into professional work.</p> <p>Presentation of learner findings.</p> <p>Tutor delivery – the production process and health and safety.</p> <p>Practical workshop – set up video production equipment.</p> <p>Mini-brief – work in groups to film a 30-second video about what learners like about the course.</p> <p>Practical workshop – introduction to editing and exporting video.</p> <p>Screening of learners' work for mini-brief.</p> <p>Introduction to assignment – promotional video for school/college sports activities.</p> <p>Assignment Task 1 – generating ideas, planning, storyboard/scripting, shot choices.</p> <p>Assignment Task 2 – filming, capturing footage, basic editing and exporting including daily log of learner work.</p> <p>Screening of learner work for assignment (learning outcomes 3 and 4).</p>
Group discussion with peers and tutor to receive feedback and comments on own work (learning outcome 5).

Assessment

To achieve a pass learners must demonstrate understanding and use of video equipment techniques and be able to comment on the process appropriately. At this level, the work produced should be an appropriate response but will not necessarily be complete. Learners may need guidance and assistance but should make constructive use of this to be considered for a pass. When commenting on their own work they will be able to list the strengths and weaknesses and suggest how it could be improved.

To achieve assessment criteria 1.1 and 1.2, learners must identify at least two types of digital video equipment and describe at least two types of video production technique. This can be evidenced in the form of a presentation, completed worksheets or discussions with the tutor with a signed witness statement.

To achieve assessment criterion 2.1, learners must show evidence that they have used different sources to generate at least two ideas. Learners could present evidence of their research into these ideas in the form of a workbook, screen grab or blog, or through observation of group discussions or one-to-one discussions with the tutor with a signed witness statement, or through written evidence of brainstorming sessions, drawings and visual references.

To achieve assessment criterion 3.1, learners need to prepare a storyboard for a video production agreed with the tutor which can be hand drawn, or use digital photographs with appropriate annotation for example framing, shot type and length. To achieve assessment criterion 3.2, learners need to put together a plan to produce a video, listing factors such as equipment to be used, location, style, planned audience and constraints such as timelines.

To achieve assessment criteria 4.1, 4.2, and 4.3, learners should be observed selecting appropriate equipment and using appropriate skills for the agreed video production and then using appropriate post-production processes. Evidence for 4.1, 4.2 and 4.3 could be through checklists and logs produced by the learner, observation reports and witness statements, and the footage that is filmed and edited accompanied by a learner log of work achieved. Evidence for assessment criterion 4.4 could be in the form of photographs of the learner working safely and a signed witness statement to say that the learner has followed health and safety guidance.

For assessment criterion 5.1, learners must review the feedback they received and comment on how they might have changed their video product in the light of feedback. Learners could take part in a group discussion where they show their video work and comment either live or through a director's commentary. To achieve assessment criteria 5.2 and 5.3, learners should consider two aspects that went well and at least one aspect that could be improved. Observation records and witness statements must be retained for verification purposes.

Suggested resources

Books

Millerson G and Owens J — *Video Production Handbook, Third Edition* (Focal Press, 2011) ISBN 9780240522203

Vineyard J — *Setting up Your Shots: Great Camera Moves Every Film Maker Should Know* (Weiss Productions, 2008) ISBN 9781932907421

Websites

www.mediacollege.com

Media college – educational and resource website for electronic media.

<http://voices.yahoo.com/equipment-tips-beginner-broadcast-journalism-video-5386937.html>

Tips on video production

Unit 5: Developing Multimedia Products

Unit code: Y/601/2166

Level: 1

Credit value: 4

Guided learning hours: 40

Unit aim

This unit will enable learners to develop the skills needed to generate ideas for, produce and review a multimedia product.

Unit introduction

The multimedia sector is huge and growing daily. Multimedia means projects that combine different types of mediums, for example text, graphics, sound, photography, video and interactive elements. The development of new technology and the growth of the internet have generated many opportunities for media professionals in this area. Every day we use a wide range of multimedia products such as presentations, multimedia websites or DVDs in our work or in our play.

This unit might be appropriately coupled with another unit such as *Unit 8: Audio and Video Editing* or *Unit 9: Exploring Digital Photography* in order to develop a vocational context. For example, if the learner is working with multimedia and photography, they might produce project work that embraces the specialist requirements for both introductory units.

Learners will plan and produce a multimedia product. This may involve the use of software and the creative integration of audio and visual material to produce a multimedia product, for example web page, internet/intranet, audiovisual presentations or displays within exhibition or museum design. It could also include sound and vision used in a range of environments, for example project still or moving image and sound at a fashion show.

It is essential that the product is focused on the needs of the user. Design and layout are important but the final product produced for this unit must be easy to use and easy to understand. At this level, it is not necessary for the learner to produce a complete final project, only ideas and materials when working towards a multimedia product.

Essential resources

Sufficient resources, work and storage space must be available for learners to explore the range of materials and techniques identified in this unit.

The following types of equipment are appropriate at this level:

- traditional graphic mediums – drawing pens, pencils, etc
- computers and printers
- software for the manipulation of digital images
- image and sound editing
- digital cameras or flatbed scanners.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to generate ideas for multimedia products	1.1	Collect information from different sources to generate ideas for multimedia products	<ul style="list-style-type: none"> □ <i>Ideas</i>: content; purpose; style; audience; considering what the messages are or information that needs to be communicated; who it is for; notes and group discussion, brainstorming, development exercises such as sketches, flow charts, storyboards, ideas worksheets □ <i>Sources</i>: sources, e.g. website design, CD ROM or other multimedia presentations, sources used by media designers; professional practice, e.g. multimedia designers in advertising mediums, e.g. television, internet websites, CD ROM, presentations
2	Be able to produce a multimedia product	2.1	Identify the purpose of the multimedia product	<ul style="list-style-type: none"> □ <i>Materials, techniques and processes</i>: selecting appropriate materials, e.g. aesthetic qualities, fitness for purpose, alternative options, properties, characteristics, effects, limitations and creative potential; understanding why some materials and techniques are more suitable than others
		2.2	Plan the production of a multimedia product	<ul style="list-style-type: none"> □ <i>Planning</i>: selecting final idea; making appropriate developments; selecting final design; choosing appropriate processes and techniques; checking design against the project; meeting deadlines, identifying and selecting appropriate multimedia equipment and processes, identifying limitations, e.g. resources, time, budget, deadlines □ <i>Recording</i>: production log
		2.3	Follow health and safety requirements	<ul style="list-style-type: none"> □ <i>Health and safety</i>: importance of health and safety, e.g. work safely with electrical equipment and computers

Learning outcomes		Assessment criteria		Unit amplification
		2.4	Present the multimedia product which meets the identified purpose.	<ul style="list-style-type: none"> □ <i>Gather resources</i>: identifying and gathering a range of material for content □ <i>Combining materials into multimedia production</i>: deciding on a final format; exploring combining different mediums; inputting from different mediums, e.g. video, audio, scanning and digital photography; sequences or linking frames □ <i>Presenting product</i>: e.g. explaining purpose of product, how it was produced
3	Be able to review own work	3.1	Collect feedback on work from different sources	<ul style="list-style-type: none"> □ <i>Collecting feedback</i>: asking questions; listening to others; feedback from others, e.g. peers
		3.2	Review aspects that went well	<ul style="list-style-type: none"> □ <i>Format of review</i>: e.g. verbal, presentation, discussion, audio, audio-visual, written annotations
		3.3	Review aspects that could be improved	<ul style="list-style-type: none"> □ <i>Performance</i>: aspects, e.g. own work, time management, fitness for purpose of process and product; what was achieved; how it was achieved; how it could be improved

Information for tutors

Delivery

This unit has been designed to give learners an opportunity to gain a basic understanding of how to plan and produce a multimedia product. The unit is also designed to allow the learner to work to a carefully structured, simple brief to encourage the development of research techniques, ideas generating and development skills appropriate to a given theme.

The use of a range of media sources will be used as a context for developing the learner's understanding of:

- multimedia techniques and processes
- multimedia visual language communication skills
- using sources to generate ideas for multimedia project briefs.

Learners will be encouraged to use the work of professional practitioners to inform and inspire their own work. Briefs should include information on requirements, limitations, and deadlines.

Learners need to develop appropriate ideas and choose and use suitable multimedia techniques, assets, equipment and materials appropriate to their project ideas. They will need to assemble these into a multimedia product.

There is no requirement at this level for learners to use complex multimedia authoring software; documents can be assembled in more familiar programmes such as PowerPoint. Multimedia is a complex area and it is not considered necessary that the learner produces a final product but materials in preparation for the outcome.

Ideas can be generated through traditional graphic methods such as sketches, thumbnails, storyboards, diagrams, flow charts, ideas worksheets, as well as digitally through inputting, scanning, manipulating and refining images and text. Learners must be encouraged to investigate professional practice in multimedia design. Learners must keep a research file on a range of design work with a focus on reviewing a chosen product and the resources the designer used to undertake their work.

Learners also need to comment on the progress of their development and evaluate their final work.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities and assessment
<p>Introduction to unit and programme of learning.</p> <p>Tutor-led delivery – what is multimedia – its definition, use and purpose.</p> <p>Learner investigation into professional work – guest speaker or visit to suitable environment. Learner to prepare questions to ask.</p> <p>Presentation of findings (learning outcome 1).</p>
<p>Practical workshops and mini-tasks – gathering resources and assembling multimedia documents.</p> <p>Introduction to assignment – for example CD/DVD multimedia content for a local band.</p> <p>Assignment work – generating different visual ideas.</p> <p>One-to-one discussion with tutor to discuss ideas generated and choose an idea to develop (learning outcome 2).</p> <p>Assignment work – planning and gathering resources including log of work achieved.</p> <p>Assignment work – assembling the project including log of work achieved.</p> <p>Presenting the product to the group (learning outcome 2).</p>
<p>One-to-one discussion with the tutor to receive feedback and comment on own work. (Learning outcome 3)</p>

Assessment

For assessment criterion 1.1, learners should have evidence that they have used different sources to generate at least two of the ideas for multimedia designs. This criterion can be assessed through discussion, and through a portfolio of information collected, for example web page printouts, fliers and can be confirmed through discussion with the teacher.

To achieve assessment criteria 2.1 and 2.2, learners must prepare a plan showing the purpose of the product, the final design, the processes and techniques to be used and limitations such as resources available, time and budget and the materials and resources used. Learners must be observed following health and safety requirements to achieve assessment criterion 2.3. To meet assessment criterion 2.4, learners must present the product to an audience; the product must meet the purpose agreed for assessment criterion 2.1.

For assessment criterion 3.1, learners must produce evidence of their reflections on their own work. This could be written tasksheets or a blog with annotated screen grabs of their work. The learner will consider the views of others – this could be achieved through a group critique. To achieve assessment criteria 3.2 and 3.3, the learner should consider two aspects that went well and at least one aspect that could be improved. Observation records and witness statements must be retained for verification purposes.

Suggested resources

Books

Barron A E and Ivers K — *Multimedia Projects in Education: Designing, Producing and Assessing* (Libraries Unlimited Inc, 2010) ISBN 978-1598845341

Chapman N and J — *Digital Multimedia* (John Wiley and Sons Limited, 2009)
ISBN 978-0470512166

Kindem G and Musburger R — *Introduction to Media Production* (Focal Press, 2009)
ISBN 978-0240810829

Vaughan T — *Multimedia: Making it Work, Seventh Edition* (McGraw-Hill, 2007)
ISBN 978-0072264517

Website

www.theory.org.uk/student-tips.htm

Website offering online resources and links for media students

Unit 6:

Investigating Interactive Media Products

Unit code:	L/601/2164
Level:	1
Credit value:	4
Guided learning hours:	40

Unit aim

The aim of this unit is to develop learners' knowledge and skills in using simple interactive media technologies. It will enable learners to create simple interactive media products.

Unit introduction

Interactive media involves using design, computer skills and digital technology to create interactive outcomes such as DVDs, websites or computer games. Interactive media may include a range of media such as video, sound, text and images, and will be distinguished by a user interface that allows operation and interaction with the product.

In this unit, learners should develop their understanding of interactive media products by investigating existing products. They will experiment with a range of technologies and techniques that are used in the production of interactive media to build a portfolio of interactive media work which they will review.

Essential resources

The resources needed will vary according to the specific technical and material demands of the multimedia tasks chosen, but are likely to include computers with appropriate software, hardware and peripherals, examples of multimedia products, specialist journals and other reference materials.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know about interactive media products	1.1	Identify at least three different interactive media products	□ <i>Interactive media products</i> : e.g. websites, CD ROMs, DVDs, games, audio guides
		1.2	Describe the purposes of at least three different interactive media products	□ <i>Purpose</i> : e.g. educational, entertaining, informative
		1.3	Identify at least three considerations when designing an interactive media product	□ <i>Considerations</i> : target market or audience; the message or information being communicated; the technical elements employed to produce the product; interaction of traditional and new technologies to produce creative visual outcomes
2	Know how interactive media techniques and technology are used	2.1	Describe uses of interactive media techniques	□ <i>Techniques</i> : how content of product can be integrated into interactive media products, e.g. embedded video in web pages, downloadable video and audio, soundtrack loop on DVD menus, sounds triggered by actions in games
		2.2	Describe uses of interactive media technology	□ <i>Technology</i> : hardware devices, e.g. types e.g. video, scanners, digital photography, microphones; software tools, e.g. for image manipulation, web production, video-editing, sound recording and editing, creating simple games, burning to DVD, buttons to link frames and start actions, sound files, video clips or animation sequences

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to use interactive media techniques and technology to create an interactive media product	3.1	Identify the purpose of the product	□ <i>Content</i> : audio, e.g. dialogue, music; visual, e.g. video, stills, text, graphics, animation; interactivity, e.g. navigation, links
		3.2	Use interactive media techniques to create the product	□ <i>Using techniques</i> : integrating content into interactive media products, e.g. embedding video in web pages, downloadable video and audio, soundtrack loop on DVD menus, sounds triggered by actions in games
		3.3	Use interactive media technology to create product	
		3.4	Present an interactive media product	□ <i>Using technology</i> : capturing images; recording video recording audio; producing text
		3.5	Demonstrate safe working practices	
4	Be able to review own work	4.1	Collect feedback on work	□ <i>Collecting feedback</i> : asking questions; listening to others; feedback from peers, from tutor
		4.2	Review aspects that went well	□ <i>Format of review</i> : e.g. verbal, presentation, discussion, audio, audio-visual, written annotations
		4.3	Review aspects that could be improved	□ <i>Performance</i> : aspects, e.g. own work, time management, fitness for purpose of process and product; what was achieved; how it was achieved; how it could be improved

Information for tutors

Delivery

This unit is designed to introduce the learner to the development of skills and the exploration of basic techniques for the production of interactive media design work. Learners need the opportunity and freedom to explore interactive media design techniques, equipment and materials at this introductory stage without the confines of a final project brief.

As a starting point learners, should be encouraged to investigate interactive media products they should be familiar with such as websites, DVDs or music CDs with interactive media elements. This should enable the learner to recognise the growing influence of interactive media products on their lives. Learners should develop basic skills and understanding by analysing existing interactive media products and exploring digital techniques and technology.

Learners should be taught to use a variety of techniques and technologies which will inform their own experimentation. This could be linked to a number of tasks or mini-briefs.

Depending on the choice of specialist units, tasks could combine work in different specialist areas such as graphic design, moving image, web design or photography.

Specialist programmes are not required for functions such as animation and interactivity; at this level these can be achieved using more familiar programmes such as PowerPoint. This unit can be used to develop basic skills that will be developed in other units, or to give learners a broad experience of a wide range of skills at a basic level.

Opportunities for learners to review the materials, techniques and processes they use and to discuss and comment on their properties and characteristics, as well as their success and/or failure, will be important.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities and assessment
Introduction to unit and programme of learning.
Tutor delivery – what is interactive media? – definition, uses and purpose. Learners record different types of interactive product, the purposes of each and considerations when designing the product on worksheets (learning outcome 1).
Tutor delivery of interactive media techniques and technology. Learner investigation into professional work – visit from guest speaker, or visit to suitable environment. Learners prepare questions to ask. Learners present their findings to the group. Learners describe interactive media techniques and technology, either in discussion or on a worksheet (learning outcome 2).
Practical workshops and mini-tasks – media skills building including log of work achieved. Workshops could include recording video, audio, camera use, scanning, simple animation, adding interactivity, burning to DVD (learning outcome 3).
Assignment – portfolio building. Group discussion with peers and tutor for learners to receive feedback and comment on own work (learning outcome 4).

Assessment

This unit is intended to encourage learners understanding and potential to use media products interactively. Learners should focus on developing skills through 'hands on' experience of a range of appropriate technologies. This unit explores the interaction of media and can be achieved with a range of simple equipment and computer technology.

To achieve a pass learners should investigate a range of existing interactive media products. They should experiment with a range of technologies and techniques and comment on their work. Learners may need guidance and assistance but should make constructive use of this to be considered for a pass. When commenting on their own work they will be able to list the strengths and weaknesses and suggest how it could be improved.

To achieve assessment criteria 1.1, 1.2 and 1.3, learners must identify at least three interactive media products and describe the purpose of each. They should also identify at least three factors to be considered when designing an interactive media product. This could be evidenced through a presentation, a discussion with the tutor, or through completion of a worksheet or pro forma.

To achieve assessment criteria 2.1 and 2.2, learners must describe at least two different multimedia techniques and at least two different multimedia technologies.

To achieve assessment criteria 3.1, 3.2 and 3.3, 3.4 and 3.5, learners must be observed using interactive media techniques and technology to create one simple interactive media product. Evidence could take the form of a portfolio of evidence with appropriate annotations and responses to a series of tasks or mini-briefs.

Evidence for assessment criterion 4.1 should be in the form of learner reflections on their work. This could take the form of a diary, blog or written piece of work, or a group discussion where the learner gathers feedback from peers and the tutor. This discussion would have to be backed up by learner evidence and the discussion must be recorded. To achieve assessment criteria 4.2 and 4.3, the learner should consider two aspects that went well and at least one aspect that could be improved. Observation records and witness statements and recordings must be retained for verification purposes.

Suggested resources

Books

Barron A E and Ivers K — *Multimedia Projects in Education: Designing, Producing and Assessing* (Libraries Unlimited Inc, 2010) ISBN 9781598845341

Branston G and Stafford R — *The Media Student's Book* (Routledge, 2010) ISBN 9780415558419

Chapman N and J — *Digital Multimedia* (John Wiley and Sons Limited, 2009) ISBN 978-0470512166

Counts E — *Multimedia Design and Production: For Students and Teachers* (Allyn and Bacon, 2003) ISBN 978-0205343874

Kindem G and Musburger R — *Introduction to Media Production* (Focal Press, 2009) ISBN 978-0240810829

Vaughan T — *Multimedia: Making it Work*, seventh edition (McGraw-Hill, 2007) ISBN 978-0072264517

Wall P — *Media Studies for GCSE: Pupil Book* (Collins Educational, 2007)
ISBN 000723497X

Website

www.theory.org.uk/student-tips.htm

Website offering online resources and links for media students

Unit 7: Art and Design: Explore 3D Design

Unit code: L/502/3896

Level: 1

Credit value: 4

Guided learning hours: 30

Unit aim

Learners will investigate how to research and develop ideas through to the 3 dimensional (3D) prototype stage of product design developing practical skills whilst investigating the visual language, materials and methods of the design industry.

Unit introduction

The unit will involve model and prototype construction, as this is widely used in the commercial design process to visualise ideas, for testing and for client approval. The use of 3D computer software is also encouraged as this is an alternative way of visualising ideas and has become an accepted part of the design process in the 21st century.

This unit will give learners the opportunity to develop skills relevant to creative activities in the design industry. Learners may focus on practising skills in one or more materials, developing their ideas through to a prototype outcome. The unit will concentrate on design areas that already feature within learners' personal experience, such as interior design, architectural detailing and goods and domestic ware.

Learners will apply self- and time management skills whilst developing ideas, making objects and learning about tools and equipment. The communication of ideas and intentions, and problem solving, will be integrated into the creative activities as learners develop relevant visual language skills. Health and safety requirements will be addressed as relevant safe working practice is essential in all areas of the design industry.

Primary and secondary resource material will be used to inspire ideas and build research skills. References will be made as to how the formal elements of 3D design can be used to communicate style and function, in both historical and contemporary contexts.

The unit can be delivered in a classroom or studio setting. If set in an art department, strong links with the design and technology department are encouraged. The unit may be enhanced by educational visits related to learners' work. These could be to galleries, museums, designer studios/workshops, manufacturers, commercial establishments or workshops.

On completion of the unit, the body of work produced may contribute to each learner's portfolio, which will give evidence of their work-related and practical skills – highlighting the use of appropriate materials, techniques and tools to realise an aim. The unit will help to demonstrate learners' ability to reflect on their own work with regard to function and form.

Essential resources

The tutor should provide guidance on how learners can research a theme, and how to store their findings accessibly.

Primary research is essential as ideas are often at their most original and innovative when developed from observational studies.

Learners require access to diverse secondary resources plus historical and contemporary contextual references. Magazines, books, the internet, visits to art galleries, museums and artist or designer studios and commercial premises may all contribute.

Some ICT equipment should be available.

A suitable working area should be provided.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to develop ideas for a 3D design brief	1.1	Demonstrate knowledge of formal elements	<ul style="list-style-type: none"> □ <i>Formal elements</i>: different formal elements, e.g. line, tone, colour, shape, weight, pattern, texture
		1.2	Plan ideas from primary and secondary sources	<ul style="list-style-type: none"> □ <i>Primary and secondary sources</i>: planning, e.g. brainstorming, development exercises, materials, techniques, size of work(s); primary sources, e.g. visits to galleries, exhibitions or museums, recording, e.g. sketches, photos; secondary sources, e.g. libraries, websites, scrapbook with photocopies, prints, collected items, clippings, books, magazines, leaflets, TV and other formats; limitations, e.g. time, materials, availability of space
		1.3	Present aims for a 3D design brief	<ul style="list-style-type: none"> □ <i>Present aims</i>: methods, e.g. verbally, written, storyboard
		1.4	Prepare for and contribute to discussions of ideas and opinions	<ul style="list-style-type: none"> □ <i>Discussions</i>: follow main points; make relevant and positive contributions; respect others' rights to speak; aids, e.g. presentation, thumbnail sketches, ideas worksheets, computer-aided visuals

Learning outcomes		Assessment criteria		Unit amplification
2	Be able to produce work in 3D design to a brief	2.1	Produce 3D design work using appropriate materials, methods and equipment	<ul style="list-style-type: none"> □ <i>Materials</i>: different materials, e.g. thick card, Fome-Cor® Board, metals, plastic sheet, styrene and polystyrene, wood and wood-based products, glass, paper, thin card, wire, clay, wet plaster, molten wax, textiles, foam, latex □ <i>Methods</i>: different methods, e.g. construct, cut, carve, form, shape or model, layer, mould or cast, join, assemble: paint, use finishing techniques □ <i>Tools and equipment</i>: ICT, e.g. computers, 3D design software, printers, scanners, video or stills photography; general, e.g. hand and machinery tools, craft knives, scalpels, saws, chisels, drills, embossing tools, vacuum former; textiles, e.g. sewing needles, scissors, shears and sewing machines □ <i>Working methods</i>: materials; methods; processes; correct technical terms
		2.2	Demonstrate self-management skills	<ul style="list-style-type: none"> □ <i>Self-management skills</i>: attendance; punctuality; complete tasks within agreed deadlines; flexibility; take responsibility, e.g. gathering materials, setting up, tidying up; self motivation; assertiveness; readiness to improve own performance based on feedback
		2.3	Describe measures taken to reduce risks in the work area	<ul style="list-style-type: none"> □ Follow guidelines on safety: risks and hazards; measures taken to minimise risk; appropriate dress; personal protective equipment; materials; tools; work area
3	Be able to comment on own work.	3.1	Present information and points of view about their ideas, using appropriate language	<ul style="list-style-type: none"> □ Discussions: own view point, e.g. strengths, weaknesses, improvements; responses; methods, e.g. sketchbook annotations, written notes, verbal feedback, recordings, illustrated verbal presentations, informal discussion, tutorials, group discussions; make relevant and positive contributions; respect others' rights to speak
		3.2	Prepare for and contribute to formal discussions of ideas and opinions.	

Information for tutors

Delivery

This unit involves creative and organisational skills as used by contemporary designers as they follow the design process. It is delivered primarily in the classroom or workshop where learners have access to a range of techniques and processes for model and prototype construction. This may be across a variety of materials, or in one specialist material, for example card or styrene. It is suggested that tutors first define product design and show examples most likely to interest the learner group. Form (how an object looks) must be defined, function (its purpose) and the role the client and consumer/target audience plays in the design world. Feasible and wide-ranging possibilities for design outcomes can be identified, such as ideas for a chair, salt and pepper pots, CD player or table lamp design, and the formal elements these display such as line, form, structure and balance can be discussed.

A varied approach to delivery is recommended to stimulate and motivate learners to explore the potential of materials and associated methods. Demonstrations of new techniques by the tutor, viewing videos of techniques and processes, taster workshops, group activities and visits are encouraged. For effective time management, research from a previous unit may be referenced, as preparation for, and clearing away of, 3D work is especially time consuming. Learners will be encouraged to take personal responsibility for these activities, and to keep an organised, clean and tidy workplace.

The tutor will need to offer direction and support in the research and experimental stages of the work, also guidance in the organisation of the work produced; in folders, sketchbooks, on presentation sheets and by trials and maquettes.

Research is likely to take a 2D form in the early stages, unless working directly in 3D, (for example on an observational study in clay) but the development of ideas must involve both 2D representation of ideas (such as sketches, plans, elevations, perspective drawings) and 3D experimentation (trials and maquettes). Tutors are reminded of the value of the wide variety of computer software available for general 3D, interior and garden design, and of the experience learners might have in designing virtual worlds, for example within computer games.

Both primary and secondary sources must be investigated. Focus may be aided by the introduction of a theme and fictional vocational scenario as this will bring realism to the activities by identifying the client and target audience, and introducing constraints and opportunities for problem solving.

Creative briefs will motivate learners, focus research time and give coherence to the work produced, pulling together the formal elements of visual language such as shape, form, scale, structure and balance and the introduction of technical aspects of card engineering; cutting, folding, bending, scoring and perforating. Learners can be encouraged to make their own choices and to communicate clearly when presenting their aims within the parameters of the brief.

It will be useful for learners to communicate with a professional designer and to investigate the constraints encountered working in the real world. Learners find it an enlightening and motivating experience to hear and see how a professional works, what inspires them, what they make, what materials and techniques they use, what studio space and equipment they have and how the need to make money affects what they make. Open days at further and higher education establishments will be of interest to broaden learners' horizons and to show making and presentation techniques at their best.

Learners will explore different ways of working appropriate to the resources available and will be encouraged to look at how professional designers approach similar activities. This might be the use of basic, general purpose art room materials such as card in various thicknesses through to the use of specialist equipment such as vacuum formers and heat benders, usually found in a design and technology department. Techniques such as using thumbnail sketches to record ideas, a layout pad or computer software to make sequential changes to a design, a scale ruler, styrene block to capture curve and flow in a design and combining and joining materials for best effect are all important aspects of the design process and would be useful to produce each learner's final outcome.

The use of technological media such as computers, printers, scanners, video or stills photography is encouraged as they often play an intrinsic part in the development and recording of ideas and to evidence the presentation of final outcomes. The search for images using the internet and library resources is encouraged, as long as learners are informed of copyright issues. An awareness of the possibilities of computer-aided 3D design is strongly encouraged. Practical opportunities to experiment with basic software will enhance the learning experience and aid practical understanding of how computer-aided design (CAD) links to the use of real materials.

When researching and developing ideas and producing the final outcome, skills such as self- and time management, the communication of ideas and intentions, presentation skills and safe practice, will need to be developed, so assistance may need to be offered beforehand. Self-management is essential. Learners will need to collect and record information in an ordered way and review development at each stage of their work. Many practitioners keep a technical notebook to record details for future reference. This will involve recording techniques step-by-step, and the processes that the materials go through (such as vacuum forming). This can be done using storyboard techniques or labelled photographs as an alternative to, or combined with, purely written reports. Centre-devised quizzes, writing frames or interactive handouts may also be of value.

Working as part of a group may be incorporated in the production of the final piece as long as individual achievement is clearly recorded. However, even if learners are not involved in group projects, the key qualities of support, mutual respect and sharing of facilities and resources are inherent in all activities. The ability to give constructive criticism within the peer group, without negativity or giving offence, is a valuable skill.

Tutors should give feedback to learners and make formative assessment of their skills and abilities through informal day-to-day discussion. More formally, interim deadlines within activities will provide an opportunity for the assessment of creative progress and self-management.

Learners will be encouraged to discuss their approach to solving creative problems, the methods used, choices made, the quality of their work and their progress, evidencing their ability to use a range of technical terms. This discussion may be verbal, informally with the tutor, in group or individual presentations, or in written form in notes and annotation in sketchbooks, or as final comment on their work. Summative feedback will be given so as to offer opportunity for improvement. Tutor observation records or witness statements of activities will have great value, but will not be acceptable as the only evidence for assessment.

Learners should keep a visual or written record of activities at all stages, in sketchbook annotation, storyboard, or logbook and as final comment on the strengths and weaknesses of their work. A self-assessment checklist, peer group assessment sheets, and a health and safety log may all feature at assessment. The evidence may be supported by the use of audio or video recording of learners presenting their own work.

Working in the studio can be hazardous. Tutors will need to ensure learners are made aware of the health and safety issues relating to the media, materials and equipment they use. Learners should be shown how they reduce risks to themselves and others by thinking and working safely. A common sense approach should be emphasised, rather than merely referring to rules and regulations. Identification of the need for appropriate dress (for example tie long hair back, no hanging jewellery) and protective equipment (for example goggles, face masks, gloves, aprons, sensible footwear; materials) is important. Learners should be made aware of the necessity of following manufacturers' instructions and guidelines for tools, equipment and materials. Knowledge of good practice in the work area should also be emphasised as this kind of approach is transferable to other work spaces (for example avoid hazards in gangways, trailing leads, not obstructing fire exits, keeping work areas clean and tidy). Keeping a health and safety logbook may be beneficial for learners.

Outline learning plan

The outline-learning plan has been included in this unit as guidance, and is not meant to be prescriptive. The tutor is encouraged to create outline-learning plans that will suit their own teaching style and also suit their learners.

Topic and suggested assignments/activities

Introduction to the unit

Tutor-led discussion on the definition of product design, with examples. Define form (how an object looks) and function (its purpose). Discuss the role of the client and consumer/target audience in the design world.

Introduce theme or choice of themes for practical work. The theme could relate to a design movement, such as Memphis or Bauhaus, or a decade in history such as 1960s. More simply, it could be requested that a motif, shape or effect be incorporated into the design.

Discuss feasible possibilities for design outcomes, e.g. car design, architecture, salt and pepper pots, furniture, CD player, table lamp.

Learners could have a group discussion regarding research opportunities, starting points and outcomes. Researching primary and secondary sources; research from earlier units may be utilised. (Observational studies, books, magazines, internet, visits to galleries, sites. Working with a designer is highly recommended.)

Topic and suggested assignments/activities

The observation and handling of diverse objects (kitchen equipment, hinges, umbrellas, transport mechanisms, and so on) will give first hand information regarding form, function and fitness for purpose.

Throughout the unit health and safety considerations, notes in sketchbooks where appropriate, researching the theme for homework, presenting 'best' visuals on a mood board.

Demonstration of available materials and techniques should be given

Learners should watch demonstrations on how to use thumbnail sketches to record ideas, how use a layout pad to make sequential changes to a design, how to read a scale ruler, how to carve a styrene block to capture curve and flow in a design, how to combine and join materials for best effect.

Learner can produce some initial ideas. These should be as drawings to start with, or built in a virtual space using a computer, then after careful selection and justification, best ideas can be taken forward to 3D trial or maquette stage for refinement.

Trials need to be presented by the learner neatly presented at pre-arranged time. Class discussion/questionnaire by learner on the samples that were the most successful and why, and how, they could be improved.

Development of final idea to prototype stage.

Tutor-led activity to define prototype. This may be a working or non-working model as appropriate, either to scale or real-size. Learners could be guided to ensure an informed choice of material and technique.

Learners could refine their idea and construct a final outcome using their favourite or most successful technique.

Learners could present and comment on their final outcome (in writing or verbally) at a pre-arranged time.

Assessment

Assessment will be ongoing throughout the activities via various structured activities. Evidence for learning outcomes may include sketchbooks, design sheets, trials, maquettes and prototypes, supplemented by tutor-devised worksheets, writing frames, interactive handouts, quizzes and questionnaires. Assessment evidence will be cumulative throughout the activities undertaken. It must be viewed holistically as opportunities to cover a particular criterion may well be presented more than once.

There is no prerequisite number of trials or maquettes that should be produced for criterion 3.1 but one final outcome (in prototype form) is required to show completion of the design process. This may be a working or non-working model as appropriate, either to scale or full size. At this level it may well be necessary for the tutor to guide learners to ensure an informed choice of material and technique.

To generate assessment evidence learners will be encouraged to discuss the methods used, choices made, the quality of their work and their progress. This may be verbal as informal discussion with the tutor, in group discussions or individual presentations, and could be an alternative to writing. Observation records by tutors and witness statements by others involved in delivery (such as visiting artists) are permissible forms of evidence for these. Learners' own written and visual evidence for assessment may be in sketchbooks, on worksheets and presentation sheets and in the final outcome.

To achieve assessment criterion 1.1, learners must demonstrate an understanding of formal elements. These will be identified in the learner's own work. Elements such as line and form, the use of scale, colour and texture are likely to be relevant. This knowledge can be assessed from visual, verbal and written evidence.

Learners will show evidence for 1.2 by exploring more than two examples of both primary and secondary sources. For primary research, assessment will be of learners' own observational studies, supplemented by their own drawings or photographs. All other sources are secondary. For example, learners might draw and photograph a machine (primary), then look at books on the subject and the work of engineers, artists or designers (secondary). Assessment will be based on how learners collect, then use, rudiments of the material to plan ideas that meet the needs of the given theme.

The aims provided for 1.3 will be practical and skills based, rather than conceptual, leading to the creation of a body of work and a final outcome. Evidence may take the form of a short written statement near the start of a brief, or a short verbal presentation.

Opportunities will occur throughout the unit to gain evidence for criterion 1.4, formally and informally. Initially, these ideas for discussion will be a response to the research material learners have gathered, and will continue within the development and modification of the work as it progresses. Evidence can be visual within the work, verbal or written and relate to all aspects of the brief.

Learning outcome 2 may be evidenced through sketchbooks, studies, worksheets, annotations, action plans, self-assessment checklists, organisation of portfolio, witness testimonies, observation reports, peer group assessment, one-to-one discussions or group discussions, or health and safety logbooks.

For criterion 2.1, learners will explore at least three materials, techniques and processes, showing some development and understanding from the initial trial stage. Also, three test pieces on different surfaces and sizes need to be produced based on and developed from the original research and ideas generated, but can be a trial for part of the proposed final finished piece. An understanding of appropriate tools, material, scale and time given to the work(s) must be evidenced in more than one piece.

Assessment for 2.2 will be on each learner's approach to their practical work and their motivation and desire to succeed. These also relate to practical activities such as working in a tidy and responsible manner and to generic skills such as attendance and punctuality, assertiveness, willingness to respond to feedback and an ability to reflect the set theme. Assessment evidence may be by tutor observation reports, witness testimonies, action plans, self-assessment checklist, organisation of portfolio, peer group assessment, one-to-one discussions or group discussions.

To achieve assessment criterion 2.3, learners need to identify potential risks and hazards within the work area and describe the measures to be taken to reduce the risk. Learners will show that they have followed the health and safety guidelines for the materials, techniques and processes used. Observation of safe practice can be documented by tutors, and from records kept by learners. Keeping a health and safety logbook may be beneficial to learners; these, and witness statements confirming tutor observation of safe practice in the workshop, are also acceptable evidence.

For assessment criterion 3.1, learners need to demonstrate some understanding of their use of materials, methods, processes and use some correct technical terms. Comments on the strength and weakness of their work need to be made on more than one aspect of their learning and their work. Final comment may be supported by ongoing evaluative comments, sketchbook annotations, reference to learning from verbal feedback, illustrated verbal presentations, written notes from informal discussion, tutorials or group discussions. The use of audio or visual recording of learners presenting their work, or individual or group critiques, may also support this evidence.

For assessment criterion 3.2, learners need to make relevant and positive contributions to discussions regarding their work and respect others' rights to speak. Learners must be able to add positive comments on feedback given to them.

Suggested resources

Books

Fiell C and Fiell P (Editors) — *Designing the 21st Century (Hardcover)*
(Taschen GmbH, 2005) ISBN 9783822848029

McDermott C — *Design Museum Book of Twentieth Century Design: Pocket Edition (Designers of the 20th Century)* (Carlton Books Ltd, 1999) ISBN 9781858687100

McDermott C — *Design Museum Little Book of Design Classics*
(Carlton Books Ltd, 2002) ISBN 9781842225370

Magazines

Crafts- published bi-monthly by the Crafts Council

Creative Review- published by Centaur Media

Design Week- published by Centaur Media

Website

www.designcouncil.org.uk Design Council

Unit 8:

Audio and Video Editing

Unit reference number: A/505/1502

Level: 1

Credit value: 4

Guided learning hours: 40

Unit aim

The aim of this unit is to introduce learners to the knowledge and skills needed for editing and can be applied to audio/visual, and audio or visual-based production work.

Unit introduction

Editing techniques can be applied to audio or visual production work. Learners will develop their knowledge of when and why editing is carried out and will generate ideas for editing by collecting information and planning to edit materials. Learners will then follow their plan to edit the materials and will review their work by collecting feedback and reviewing aspects that went well and aspects that could be improved.

Much professional editing is now undertaken using digital systems and it is likely that the production work for this unit will take place using digital systems. However, learners should have an awareness of both traditional and digital techniques and this unit does not preclude the use of traditional editing equipment for production work.

Essential resources

Resources must be available for learners to watch and take part in critical evaluations of video/audio/visual materials, either in a group or individual context. Appropriate editing equipment is required. A suitable level of either analogue (two-machine or three-machine edit) or digital editing facilities (timeline-based or non-linear) must be available for learners to complete of any video process.

Learning outcomes, assessment criteria and unit amplification

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand when editing is used and why	1.1	Identify different materials that are edited	<ul style="list-style-type: none"> □ <i>Audio</i>: e.g. news, commercials, drama, commentary, music, speech/dialogue □ <i>Audio-visual</i>: e.g. drama, documentary, news, commercials, music video, cinema trailers □ <i>Editing techniques</i>: e.g. cut, cutaway shot, reaction shot, insert shot, fade
		1.2	Explain why editing is carried out	<ul style="list-style-type: none"> □ <i>Purpose of editing</i>: to construct a narrative; to meet time constraints; to improve performance
2	Be able to generate ideas for editing	2.1	Collect information from different sources to generate ideas for editing	<ul style="list-style-type: none"> □ <i>Sources</i>: e.g. a news item, a drama, music □ <i>Ideas</i>: e.g. drama, music video, documentary, advertisement, to improve performance, e.g. music, to shorten an item, e.g. news item, drama scene □ <i>Pre-recorded and found sources</i>: types, e.g. video, audio, CD, from web, live recordings, radio recordings □ <i>Self-generated materials</i>: video soundtrack; audio recordings; digital formats
		2.2	Plan to edit materials	<ul style="list-style-type: none"> □ <i>Plan</i>: reasons for editing; sections to be edited; techniques to be used

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to edit materials	3.1	Edit materials according to plan	<ul style="list-style-type: none"> □ <i>Video and audio equipment:</i> e.g. camcorder, mobile telephone, digital sound files, e.g. MP3, wav □ <i>Editing systems:</i> e.g. digital, linear, non-linear, time based, digital audio, appropriate analogue systems □ <i>Edit:</i> for pace, timing, sequence, sound balance, shortening or lengthening
4	Be able to review own work	4.1	Collect feedback on work	<ul style="list-style-type: none"> □ <i>Collecting feedback:</i> asking questions; listening to others; feedback from peers, from tutor
		4.2	Review aspects that went well	<ul style="list-style-type: none"> □ <i>Format of review:</i> e.g. verbal, presentation, discussion, audio, audio-visual, written annotations
		4.3	Review aspects that could be improved	<ul style="list-style-type: none"> □ <i>Performance:</i> aspects, e.g. own work, time management, fitness for purpose of process and product; what was achieved; how it was achieved; how it could be improved

Information for tutors

Delivery

This unit is designed as an introduction to the process and practices of editing and as such should give learners a basic understanding of professional practice while encouraging them to develop an interest through experimentation.

This unit requires learners to think of, and select, ideas using investigation into professional work as a starting point, and then to plan and produce edited material. The learning programme should be balanced to allow for technical input and workshop time to give all learners an opportunity to experiment with different techniques and technology. When working as part of a group it is important that learners understand their individual roles and that work is structured in such a way as to allow individual achievement to be accurately assessed.

Briefs and topics should be agreed with the tutor and may include creating advertising such as film trailers or editing vox pops to support opinion, etc.

The learner should be encouraged to investigate professionally edited material such as television, radio, and motion picture products. The learner should be encouraged to recognise the editing techniques employed to deliver the message/meaning/story. In response to an agreed brief or topic, the learner should gather appropriate materials for editing. These materials can be found, for example copyright free audio or video clips from the web, or self-generated. The materials should then be collated and organised in preparation to be edited. It is recommended that the learner is given sufficient guidelines and parameters in the agreed brief or topic so that they are able to focus their search. In response to the agreed brief or topic, they should demonstrate the skills they have learned to produce an edited product in an assigned format effectively.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Introduction to unit and programme of learning. Tutor-led delivery – what materials are edited? Why? Learner investigation into professional work. Presentation of learner findings. Learners identify different materials that are edited and describe when editing is carried out (learning outcome 1).
Learners research different sources to develop initial ideas (learning outcome 2).
Workshops and mini-tasks – video and audio editing techniques, effects and exporting. Introduction to assignment – for example plan and produce a video ‘magazine’ show for 14-18 year olds. Assignment work – as groups decide on format and produce/gather resources including individual log of work achieved. Assignment work – as individuals edit a section of the show including log of work. Assignment work – as groups review and edit together the final cut of the show including individual log of work achieved. Presenting work (learning outcome 3).
Group discussion with peers and tutor for learners to receive feedback and comment on own work (learning outcome 4).

Assessment

To achieve a pass, learners should investigate examples of edited materials in relation to an agreed brief or topic. Learners should gather a range of materials to be edited. Learners should undertake editing of materials and be able to comment appropriately on the process. At this level the work produced should be an appropriate response to an agreed brief or topic but will not necessarily be complete. Learners may need guidance and assistance but should make constructive use of this to be considered for a pass. When commenting on their own work they will be able to list the strengths and weaknesses and suggest how it could be improved.

To achieve assessment criteria 1.1 and 1.2, learners must identify types of materials that are edited and explain why editing is carried out. Evidence can be in the form of an oral presentation, completed worksheets or a discussion with the tutor with signed witness statement.

To achieve assessment criterion 2.1, learners must show that they have used different sources to generate at least two ideas for editing. This can be evidenced through a completed log and discussion with the tutor or completed log. To achieve assessment criterion 2.2, learners must produce an initial plan for editing the materials. Assessment criterion 3.1 can be evidenced through the edited material which must follow the plan.

Assessment criteria 4.1, 4.2 and 4.3 must take the form of a presentation where the learner shows their edited work to the group or group discussion where the learner gathers feedback on their work from peers and the tutor. The learner should describe two aspects which went well and at least one aspect that could be improved. Observation records and witness statements should be kept for verification purposes.

When working as part of a group it is important that learners understand their individual roles and that work is structured in such a way as to allow individual achievement to be accurately assessed.

Suggested resources

Books

Kinnaird M — *Sounds Like a Good Idea* (Continuum, 2008) ISBN 978-1855394483

McLeish R — *Radio Production, Fifth Edition* (Focal Press, 2005)
ISBN 978-0240519722

Millerson G — *Video Production Handbook, Third Edition* (Focal Press, 2008)
ISBN 978-0240513218

Nisbett A — *Sound Studio Audio Techniques for Radio, Television, Film and Recording Sixth Edition* (Focal Press, 2003) ISBN 9780240519111

Wells P — *Digital Video Editing: A User's Guide* (Crowood Press Ltd, 2007)
ISBN 978-1861269522

Website

www.mediacollege.com

Media college — educational and
resource website for electronic media

Unit 9: Exploring Digital Photography

Unit code: D/601/2170

Level: 1

Credit value: 4

Guided learning hours: 40

Unit aim

This unit is an introduction to digital photography and is intended to enable learners to explore basic techniques, equipment and materials in order to produce digital photographs.

Unit introduction

Photography has a wide range of applications within the media sector including photojournalism, advertising and fashion photography, as well as applications such as wedding and portrait photography.

Learners will explore the processes involved in digital photography and will develop ideas for their own photographic work inspired by an agreed theme. This will encourage them to create a range of photographic images. They will then review their work.

This unit can be coupled with another optional unit such as *Unit 5: Developing Multimedia Products* to develop a vocational context. For example, if the learner is working with multimedia and photography, they might produce project work that embraces the specialist requirements for both units.

Essential resources

Learners need access to sufficient resources, work and storage space to explore the range of materials and techniques identified in this unit.

The following equipment would be appropriate at this level:

- digital cameras
- lighting equipment – Tungsten halogen lamp units, electronic flash units, reflectors
- computers and printers
- software for the manipulation of digital images
- flatbed scanners.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know photography technology and materials	1.1	Identify uses of photography equipment	<ul style="list-style-type: none"> □ <i>Digital equipment</i>: types, e.g. suitable computer, digital camera, scanner, ink jet printer □ Other equipment and facilities: tripod, artificial light □ <i>Techniques</i>: e.g. framing, lighting, focus; editing techniques using software, e.g. changing colours, removing objects
		1.2	Identify uses of digital materials and software	<ul style="list-style-type: none"> □ <i>Digital materials and software</i>: types, e.g. memory cards, image manipulation software, types of printing methods and paper
2	Be able to generate ideas for photographic images	2.1	Collect information from different sources to generate ideas for digital photography	<ul style="list-style-type: none"> □ <i>Sources</i>: subject, e.g. landscape, portrait, buildings; use, e.g. decorative, illustrative, documentary advertising □ <i>Methods</i>: e.g. individual notes and group discussion, brainstorming, development exercises; reviewing professional practice in different mediums, e.g. press, advertising, fashion, reportage, documentary, exhibition □ <i>Resources</i>: equipment selection; availability of equipment; budget; time; availability □ <i>Limitations</i>: types e.g. availability of resources, timescales, cost

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to produce photographic images	3.1	Produce a plan for producing photographic images	<ul style="list-style-type: none"> □ <i>Planning</i>: methods, e.g. shooting schedule, studio booking, choice of location
		3.2	Capture images according to agreed plan	<ul style="list-style-type: none"> □ <i>Image capture and printing</i>: image selection and framing; digital technology, e.g. use of available memory, image control using camera settings, downloading images to a computer, image manipulation to improve quality; selecting images for printing; printing of final images □ <i>Exhibiting</i>: mounting; framing; selecting space; gathering feedback
		3.3	Select and print final images	
4	Be able to review own work	4.1	Collect feedback on work from different sources	<ul style="list-style-type: none"> □ <i>Collecting feedback</i>: asking questions; listening to others; feedback from peers, from tutor
		4.2	Review aspects that went well	<ul style="list-style-type: none"> □ <i>Format of review</i>: e.g. verbal, presentation, discussion, audio, audio-visual, written annotations
		4.3	Review aspects that could be improved	<ul style="list-style-type: none"> □ <i>Performance</i>: aspects, e.g. own work, time management, fitness for purpose of process and product; what was achieved; how it was achieved; how it could be improved

Information for tutors

Delivery

This unit requires a structured approach to the development of skills and the exploration of and digital photographic techniques for the production of photographs. Any briefs agreed should give learners enough detail to encourage them to research themes, and should include information on requirements, limitations, and deadlines. Learners need the opportunity and freedom to explore photography at this introductory stage but would also benefit from guidelines set by the tutor in order to harness the technology.

Health and safety is very important when working in a photographic studio, or on location. Learners must understand the health and safety issues associated with the use of photographic equipment.

Learners should be encouraged to approach photography as a means of visual expression and communication. An introduction into understanding narrative imagery could be of benefit to the learner.

Learners should be encouraged to investigate a range of photographic techniques, equipment and materials. As an introduction to photography learners should explore the simplest forms and develop their ideas within the framework of a carefully agreed theme.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities and assessment
Introduction to unit and programme of learning.
Tutor-led delivery – uses of photography, equipment, materials and software. Learners record use of different photography equipment, digital materials and software on worksheet (learning outcome 1).
Investigation into professional work. Presentation of learner findings. Learner investigation into sources to generate ideas for photographic images. One-to-one discussion with tutor to discuss findings (learning outcome 2).
Workshops – digital techniques. Introduction to assignment – plan and produce a series of photographs for an exhibition promoting the local area based on the theme 'old meets new'. Assignment work – planning, sketching ideas and deciding locations and resources. Assignment work – taking photographs. Assignment work – choosing, cropping, editing and printing final images. Exhibiting work (learning outcome 3).
Group discussion with peers and tutor to receive feedback and comment on work (learning outcome 4).

Assessment

To achieve a pass learners need to demonstrate an exploration of photographic techniques, equipment and materials. They should develop a range of ideas for photographic images and produce appropriate photographic images. Learners should be able to comment appropriately about the final outcome. At this level the work produced should be an appropriate response to an agreed brief or topic but will not necessarily be complete. Learners may need guidance and assistance but should make constructive use of this to be considered for a pass. When commenting on their own work they will be able to list the strengths and weaknesses of their work and suggest how it could be improved.

To achieve assessment criteria 1.1 and 1.2, learners must identify uses of types of equipment used for digital photography and identify types of digital materials and software. Evidence could be in the form of completed worksheets, blogs or discussions with the tutor with a signed witness statement.

To achieve assessment criterion 2.1, learners must show evidence that they have used different sources to generate at least two ideas for digital photography. This could be evidenced through observation of group discussions or one-to-one discussions with the tutor with a signed witness statement, or through written evidence of brainstorming sessions, drawings and visual references.

To achieve assessment criterion 3.1, learners must produce a plan for producing photographic images including materials and equipment to be used, the subject of the photographs, location, lighting and constraints, for example time, budget, availability of resources. Evidence for assessment criterion 3.2 can be the images captured. Evidence for assessment criterion 3.3 can be the final images edited and printed out appropriately.

Evidence for criterion assessment criterion 4.1 could take the form of learners' review of the group feedback. This should be evidenced through learners' reflections on their work and the changes they could make to their photographic images. A group discussion where the learner gathers feedback on work from peers and the tutor. To achieve assessment criteria 4.2 and 4.3, the learner should consider two aspects that went well and at least one aspect that could be improved. Observation records and witness statements must be retained for verification purposes.

Suggested resources

Books

Andrews P — *Adobe PhotoShop Elements 7: A Visual Introduction to Digital Photography* (Focal Press, 2008) ISBN 978-0240521572

Andrews P and Langford M — *Langfords Starting Photography: The Guide to Creating Great Images* (Focal Press, 2008) ISBN 978-0240521107

Journals

Professional Photographer — www.professionalphotographer.co.uk (Archant Specialist)

The British Journal of Photography — www.bjp-online.com (Incisive Media Ltd)

Websites

www.magnumphotos.com

Magnum Photos photo cooperative
organised by its photographer members

www.rps.org

The Royal Photographic Society
promotes the art and science of
photography

www.thebppa.com

The British Press Photographers'
Association

Unit 10: Exploring Design Skills for the Performing Arts

Unit reference number: L/502/3834

Level: 1

Credit value: 4

Guided learning hours: 30

Unit aim

From costumes to make-up, scenery to props, performers rely on the skills of designers to make them and their work look good. This unit allows learners to explore some of the design skills used in the field of performing arts.

Unit introduction

This unit aims to give learners an idea of what it is like to work as a designer in the performing arts industry. Learners will begin by considering different types of performing arts artefacts, exploring their purpose and effect on the performances they contribute to. They will begin to understand the skills and processes involved in designing and producing an artefact. Learners will then have the opportunity to design one of the following: a prop, costume, make-up, set/ item of scenery, lighting plan or sound plan for a specific purpose. Once this has been completed, the learner will evaluate the process of designing the artefact and review the success of the end product.

Learners will also develop employability skills throughout the unit as they will learn the importance of reliability, a positive attitude and respect for others in relation to working on a design brief.

This unit could be delivered alongside other units such as *Unit 14: Preparing Performing Arts Work* and *Unit 15: Presenting Performing Arts Work*.

Essential resources

Learners should have access to materials and equipment for simple prop, set, costume, make-up and/or mask design, as appropriate to the type of design area being explored. They should have an appropriate space to work in and access to existing performing arts artefacts for research purposes. They will need access to performing arts productions on video/DVD for research and discussion purposes.

Learning outcomes, assessment criteria and unit amplification

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know the purpose of design in performing arts productions	1.1	Identify a purpose for design in performing arts productions	<ul style="list-style-type: none"> □ <i>Design</i>: costumes; set; props; masks; make-up; lighting; sound □ <i>Purpose</i>: e.g. creating atmosphere, setting a scene, giving a period feel, creating the look of a character □ <i>Types of production</i>: e.g. dance show, variety show, play, gig, talent show
2	Be able to use design skills for a performing arts production	2.1	Take part in practical activities using design skills	<ul style="list-style-type: none"> □ <i>Design process</i>: design brief; resources, e.g. found objects; materials; health and safety; skills, e.g. measurements, colour charts, scale drawings, patterns, make-up design; lighting plot; sound cue sheet □ <i>Construction process</i>: materials; timescales; equipment; health and safety
3	Be able to demonstrate employability skills through participation in practical activities	3.1	Be reliable when carrying out practical activities	<ul style="list-style-type: none"> □ <i>Reliability</i>: attendance; punctuality; being ready to work
		3.2	Show a positive attitude to practical activities	<ul style="list-style-type: none"> □ <i>Positive attitude</i>: e.g. focus, enthusiasm, motivation, willingness to try

Learning outcomes		Assessment criteria		Unit amplification
		3.3	Be respectful to others in practical activities	<ul style="list-style-type: none"> □ <i>Respect for others</i>: tutors and peers; listening to others; being supportive of others and respecting their views; responding appropriately to feedback
4	Be able to evaluate the success of the design for the performing arts production	4.1	Describe own design work for the performing arts production	<ul style="list-style-type: none"> □ <i>Evaluation</i>: feedback, e.g. verbal, original brief, audience reaction; sources of feedback, e.g. performers, tutor(s), peers, audience members □ <i>Areas for future development</i>: improvement in skills; meeting the original brief; communication skills; employability skills, e.g. reliability, attitude, respect, meeting deadlines.

Essential guidance for tutors

Delivery

The unit should be delivered through a series of practical tutor-led workshops. Learners should begin by exploring the purpose of designed artefacts in performing arts, for example setting a scene, creating an atmosphere, helping to create a character. This should be undertaken by viewing performing arts productions live or on video/DVD and discussing the design elements of each show. Learners could produce a spidergram to illustrate their discussions.

Learners should then focus on one of the following design areas: set, props, costume, make-up or mask. They should explore the ways in which designers work in the area considering the skills, materials and equipment used. This could be through an investigation of specific examples for example learners could be given three different types of mask and asked to consider how each might have been made, the materials used and the purpose of each mask. Findings might be written up in a scrapbook that could include illustrations and draft designs for similar items. Learners should also consider how designers might interact with the director of a performance to ensure they understand what is required.

Learners need to apply the knowledge and skills gained to a simple design brief presented by the tutor. The brief should require them to produce a simple design for a specific item of set, prop, costume, make-up or mask. The brief can be simulated. However, a more realistic scenario could be provided by linking the brief to a real show or event being produced in another area of the programme or to learners on a different performing arts programme. The brief should be produced in written form but should also be presented to learners in a production meeting setting in which they can ask questions. Learners will then produce ideas for the design, experimenting with the techniques they have learned. They should select an idea for development and present a first draft of their design to the tutor. This could be done informally or learners could take part in a session in which they 'pitch' their design ideas to the group. Tutors should provide feedback to enable learners to improve their work and produce their final design.

It should be noted that this unit does not require learners to realise their design through the production of their artefact.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities and assessment
<p>Consider why performing arts productions need artefacts.</p> <p>Consider the purpose of props, set, costume, mask and make-up and the effects of these on the production.</p> <p>Assessment: spider gram/mind map, scrapbook, observations of discussion contribution (learning outcome 1).</p>
<p>Explore the ways in which one of these types of artefact is designed (choose from props, set, costume, make-up or mask).</p> <p>Experiment with design techniques e.g. producing a scale drawing of a prop or a sketch of a costume.</p> <p>Consider how the designer might interact with the director of the performance to understand what is required.</p> <p>Assessment: observations of practical activities, observations of discussion contribution, scrapbook (learning outcomes 2 and 3).</p>
<p>Work on the design of a specific artefact from a given brief.</p> <p>Produce rough drawings and present initial ideas to tutor.</p> <p>Improve work in line with feedback.</p> <p>Assessment: scrapbook, rough drawings, prototypes, tutor observations (learning outcomes 2 and 3).</p>
<p>Produce and present a finished design.</p> <p>Discussion on the success of the design and ideas for future development.</p> <p>Assessment: completed design (learning outcomes 2, 3 and 4).</p>

Assessment

Evidence for this unit will be generated through practical workshops and discussion activities. Achievement should be evidenced through learner logbooks and tutor observations of practical activities and discussions. For assessment criteria 1.1 learners should identify why items such as props, sets and costumes are used in performing arts productions. For 2.1, they should also examine specific artefacts and explore some of the design techniques used.

Achievement of 2.1 should be evidenced through the learner's logbook, which could include mood boards, drafts and sketches of initial design ideas and a finished design produced in response to the brief.

To achieve 3.1, learners must be punctual for meetings and rehearsals and be able to focus on working immediately. For 3.2 they should demonstrate a willingness to participate in discussions and other activities with a positive manner. To achieve 3.3, learners should show respect and support for others when discussing and developing ideas in rehearsals, and when receiving direction and instruction.

To achieve 4.1, learners must be able to take part in a discussion about the success of their design, describing what they have designed and what they could do to develop and improve the design. They will be able to discuss the original brief and how they worked and communicated with others during the process.

Suggested resources

Books

Davies G — *Sets (Stage Source Book)* (A&C Black, 2004) ISBN 978-0713665864

Govier J — *Create Your Own Stage Props* (A&C Black, 1989) ISBN 978-0713630374

Holt M — *Costume and Make-up (Theatre Manual)* (Phaidon, 1988)
ISBN 978-0714825120

Huaxiang T — *Character Costume Figure Drawing: Step by Step Drawing Methods for Theatre Costume Designers* (Focal Press, 2004) ISBN 978-0240805344

Sivin C — *Mask Making* (Davis Publications, 1986) ISBN 978-0871921789

Unit 11: Exploring Acting Skills

Unit code: F/502/3832

Level: 1

Credit value: 4

Guided learning hours: 30

Unit aim

The aim of this unit is to allow learners to explore some of the skills an actor uses when preparing for and performing a dramatic role. Learners will achieve this through participation in practical workshops that lead to the performance of a piece of drama to an audience.

Unit introduction

Whether working in the theatre, television or film actors need to employ vocal, movement and spatial awareness skills in order to develop and play believable characters. This unit aims to give learners an idea of what it is like to work as an actor in the preparation and performance of a dramatic role. The unit will allow learners to explore some of the skills used by actors in a practical manner. Learners will develop confidence in the use of vocal and movement skills as well as a sense of spatial awareness. They will also explore some of the techniques actors use when developing a character for an acting role.

Learners will initially take part in tutor-led activities that will include drama games, vocal exercises, movement exercises and improvisations. They will then use their skills to develop a character for an acting role as they prepare and rehearse a short extract from a play or piece of devised drama under the guidance and direction of their tutor.

Learners will also develop employability skills throughout the unit as they will learn the importance of reliability, a positive attitude and respect for others in relation to acting work.

The unit will culminate in a performance of the prepared piece to an invited audience for example peers, friends, family members.

This unit provides a skills base for learners that can be used and developed in other units such as *Unit 14: Preparing Performing Arts Work* and *Unit 15: Presenting Performing Arts Work*.

Essential resources

Learners will be their own resource for this unit. They should have access to a practical studio space in which to work and perform. Video equipment will also be needed for evidence recording purposes.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to use acting skills in practical activities	1.1	Use vocal skills in practical activities	<ul style="list-style-type: none"> <i>Vocal skills</i>: breath control; projection; vocal exercises; tone; articulation
		1.2	Use movement skills in practical activities	<ul style="list-style-type: none"> <i>Movement skills</i>: control of movement; weight placement; focus; coordination; spatial awareness (awareness of surroundings, awareness of other performers) <i>Practical activities</i>: games, e.g. ice breakers, trust games, team building games, concentration exercises; explorative exercises, e.g. still images, hot-seating, role play, role on the wall; physical exercises
2	Be able to develop a character for an acting role	2.1	Develop a character for an acting role with direction and guidance	<ul style="list-style-type: none"> <i>Development</i>: e.g. undertaking simple research, improvisation, exploring what-ifs <i>Acting role</i>: a role in an extract from a play or devised piece
3	Be able to use acting skills in a performance	3.1	Use vocal expression	<ul style="list-style-type: none"> <i>Vocal expression</i>: pace; use of pause; vocal colour; meaning
		3.2	Use physical expression	<ul style="list-style-type: none"> <i>Physical expression</i>: pace; movement memory; gesture; facial expression
		3.3	Communicate with the audience and other performers for some of the time	<ul style="list-style-type: none"> <i>Communication</i>: commitment whilst on stage; vocal and physical clarity; interaction with and response to other performers
		3.4	Stay in role for some of the time	<ul style="list-style-type: none"> <i>Performance</i>: extract from a play or devised piece

Learning outcomes		Assessment criteria		Unit amplification
4	Be able to demonstrate employability skills through participation in practical activities	4.1	Be reliable when carrying out practical activities	□ <i>Reliability</i> : attendance; punctuality; being ready to work
		4.2	Show a positive attitude to practical activities	□ <i>Positive attitude</i> : e.g. focus, enthusiasm, motivation, willingness to try
		4.3	Be respectful to others in practical activities	□ <i>Respect for others</i> : tutors and peers; listening to others; being supportive of others and respecting their views; responding appropriately to feedback

Essential guidance for tutors

Delivery

The unit should be delivered through a series of tutor-led practical workshops designed to allow learners to explore a range of acting skills. Learners should be encouraged to develop good practice in terms of preparing and warming up for class, working as a team and being supportive of others.

Early sessions should concentrate on building confidence and team-working skills. Vocal and movement skills should be introduced and explored through games and exercises. Imaginative work will also be important and games and exercises that involve improvisation should be used to explore characters and dramatic situations. Learners will need to explore characterisation in class through techniques such as role on the wall.

Learners will then apply the skills they have developed to a piece of drama, which will be rehearsed under the direction of the tutor and performed to an audience. The piece could be an extract (or extracts) from a scripted piece or devised by the group under the guidance of the tutor. In choosing a scripted piece tutors should take into account the abilities of learners and how the piece might be cast. Tutors should remember that all learners must be given an appropriate performance and, therefore, assessment opportunity. The choice of a simple piece, that allows learners to perform well, is preferable to a more complex text that some learners may struggle to understand. If a devised piece is chosen the tutor should provide a strong stimulus for the piece and guide learners through the devising process. Learners should also be encouraged when undertaking development activities to consider the target audience for their piece.

Rehearsals should be carried out within a vocational context, with learners working as a company. Learners should develop an understanding of the rehearsal process through participation in activities such as read-throughs, blocking, off text exercises and technical and dress rehearsals. They should be given the opportunity to develop employability skills in these sessions with the importance of focus, cooperation, reliability and respect for others being stressed. Learners should also be encouraged to undertake some independent learning through homework activities that could include learning lines, practising vocal exercises, character development work and research.

The unit does not need to culminate in a large-scale public performance. Learners could, for example, show their work to a small audience of family and friends. It would also be appropriate for the piece to be shown as part of a larger showcase that might include work prepared in other units.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities and assessment
Unit introduction Ice breaking and team building games The actors toolkit introduction to vocal and movement exercises: Homework activity — observing the work of an actor/actress you like Assessment: tutor observation sheet (learning outcomes 1 and 4).
Trust games The actors toolkit imagination and improvisation games Further vocal and movement exercises Building a character Homework activity — making a character scrapbook Assessment: video recording and tutor observation sheet, scrapbook (learning outcomes 1, 2 and 4).
Work on short scripted extract or devise a short piece of drama from a given stimulus Character development activities Rehearsals developing vocal and physical expression Homework activity — learning lines/moves Assessment: video recordings and tutor observation sheet (learning outcomes 1, 2 and 4).
Final rehearsals Performance(s) Assessment: video recordings (learning outcome 3).

Assessment

Evidence for this unit will be generated through practical workshops, rehearsals and a performance. Achievement of assessment criteria 1.1, 1.2, 4.1, 4.2 and 4.3 can be evidenced through recordings of practical sessions, which should be supported by tutor observation.

For 1.1 and 1.2, learners should demonstrate a willingness to participate in workshop games and activities that focus on the development of vocal and movement skills.

Evidence of character development will be also be generated through recordings of practical sessions supported by tutor observations. A scrapbook or log, which could include notes, ideas boards and mind maps, should also be produced by learners. To achieve 2.1, learners must develop a character through tutor-led activities and a degree of independent research.

The performance should be recorded on video/DVD and supported by tutor observations. Peer evaluations and/or audience feedback could also be used in evidence. For 3.1 and 3.2, learners should demonstrate that they can apply the vocal and movement skills developed in workshops and rehearsals to a performance. To achieve 3.3, learners must perform in a manner that communicates the intentions of the piece to the audience and connects with other performers for some of the time. For 3.4, they must be able to take on the character developed during rehearsals in the performance, staying in role for some of the time.

To achieve 4.1, learners must be punctual for meetings and rehearsals and be able to focus on working immediately. For 4.2, learners should demonstrate a willingness to participate in discussions and other activities with a positive manner. To achieve 4.3, learners should show respect and support for others when discussing and developing ideas in rehearsals, and when receiving direction and instruction.

Suggested resources

Books

Cartwright A — *Forty Short Plays* (Heinemann Plays for 11 to 14) (Heinemann, 2000) ISBN 978-0435233273

Cassady M — *Acting Games, Improvisations and Exercises* (Meriwether Publishing, 1993) ISBN 978-0916260927

Scher A and Verral C — *100+ Ideas for Drama* (Heinemann, 1975) ISBN 978-0435187996

Other resources

Jewers S and Etheridge M — *Hot Topics for KS4 Drama* (electronic resource file available from <https://shop.tribalgroup.co.uk/Schools.html>)

Unit 12: Exploring Dance Skills

Unit code: J/502/3833

Level: 1

Credit value: 4

Guided learning hours: 30

Unit aim

From urban dance styles used in pop videos to jazz dance styles often used in musical theatre, dance is a key area of the performing arts. This unit will allow learners to develop dance skills in practical workshops and to demonstrate them in a performance piece.

Unit introduction

This unit aims to introduce learners to dance skills through participation in practical workshops and the rehearsal and performance of a dance piece. In tutor-led workshops learners will develop their physical skills, becoming stronger, more flexible and physically aware. They will develop their movement memory and learn how dancers move by observing and copying their tutor. They will also learn how to behave appropriately during dance workshops, developing focus and concentration and working cooperatively with tutors and peers.

Learners will work with their tutor on preparing a dance piece in any style, which will be choreographed by the tutor.

Learners will also develop employability skills throughout the unit as they will learn the importance of reliability, a positive attitude and respect for others in relation to participating in dance workshops.

The unit will culminate in a performance of the dance piece to an invited audience for example peers, friends, family members.

This unit provides a skills base for learners that can be used and developed in other units such as *Unit 14: Preparing Performing Arts Work* and *Unit 15: Presenting Performing Arts Work*.

Essential resources

Learners need access to a practical dance space, preferably with a sprung floor and mirrors, in which to work and perform. Video equipment will be needed for evidence recording purposes.

Learning outcomes, assessment criteria and unit amplification

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to participate in practical dance workshops	1.1	Use physical skills in practical dance workshops	<ul style="list-style-type: none"> <i>Physical skills</i>: posture; alignment; coordination; balance; spatial awareness; rhythm; timing; movement memory
		1.2	Use interpretive skills in practical dance workshops	<ul style="list-style-type: none"> <i>Interpretive skills</i>: musicality; focus; dynamic range; facial expression Workshops: warm-up; skills development; repeating movement phrases; refining materials
2	Be able to develop a dance piece for performance	2.1	Develop a dance piece with direction and guidance	<ul style="list-style-type: none"> <i>Development</i>: interpretation; following choreography; applying rehearsal techniques; movement memory <i>Dance role</i>: a role in an extract from a dance piece
3	Be able to use dance skills in performance	3.1	Perform with a degree of accuracy	<ul style="list-style-type: none"> <i>Dance skills</i>: accuracy of movement; focus; musicality; dynamics; expression
		3.2	Perform using physical expression appropriate to the style of the piece	<ul style="list-style-type: none"> <i>Performance</i>: piece choreographed by tutor
		3.3	Perform with a degree of musicality	<ul style="list-style-type: none"> <i>Dance style</i>: e.g. jazz, ballet, contemporary, urban, rock 'n' roll, folk, African, Bollywood

Learning outcomes		Assessment criteria		Unit amplification
4	Be able to demonstrate employability skills through participation in practical activities	4.1	Be reliable when taking part in practical activities	□ <i>Reliability</i> : attendance; punctuality; being ready to work; suitable attire
		4.2	Show a positive attitude to practical activities	□ <i>Positive attitude</i> : e.g. focus, enthusiasm, motivation, willingness to try
		4.3	Be respectful to others in practical activities	□ <i>Respect for others</i> : tutors and peers; listening to others, being supportive of others; respecting the views of others; responding appropriately to feedback

Essential guidance for tutors

Delivery

The unit should be delivered through a series of tutor-led practical dance workshops designed to allow learners to explore a range of skills. Learners should be encouraged to develop good practice in terms of preparing and warming up for class, dressing appropriately and being supportive of others.

Early sessions should concentrate on building confidence in the use of physical skills through the introduction of simple movement material to develop posture, coordination and balance. In initial workshops tutors could introduce learners to a range of dance styles for example jazz, contemporary, urban, folk. However it would be equally appropriate to concentrate on a single style. Movement memory and accuracy should be developed through the repetition of short movement patterns and learners should explore a range of group relationships through the use of compositional devices such as unison, canon, formations, entrances and exits. Interpretive skills and musicality should be developed through exploration of the stylistic qualities of the style or styles being covered. Learners could be encouraged to keep a scrapbook of the work undertaken in classes.

Learners need to apply the physical and interpretive skills they have developed to a piece of dance, which will be choreographed and rehearsed under the direction of the tutor and performed to an audience. In choreographing the piece tutors should remember that all learners must be given an appropriate performance and, therefore, assessment opportunity. The choice of a simple piece, that allows learners to perform well, is preferable to a more complex movement sequence that some learners may struggle to perform.

Rehearsals should be carried out within a vocational context, with learners working as a dance company. Learners should develop an understanding of the rehearsal process through participation in activities such as warm-ups, exploring ideas, learning movement sequences, refining material and technical/dress rehearsals. They should be given the opportunity to develop employability skills in these sessions with the importance of focus, cooperation, reliability and respect for others being stressed. Learners should also be encouraged to undertake some independent learning through homework activities that could include practising the routine.

The unit does not need to culminate in a large-scale public performance. Learners could, for example, show their work to a small audience of family and friends. It would also be appropriate for the piece to be shown as part of a larger showcase that might include work prepared in other units.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities and assessment
Unit introduction Practical workshops to introduce physical skills and movement patterns Observing the work of a dancer you like Assessment: tutor observation sheet (learning outcomes 1 and 4).
Practical workshops to develop physical and interpretive skills in relation to group dance eg unison, canon, formation, entrance and exits Practical workshops to explore the stylistic features of a chosen dance style through physical and interpretive skills Assessment: video recordings and tutor observation sheet (learning outcomes 1 and 4).
Learning and rehearsing choreography for performance piece Practising routine Assessment: video recordings and tutor observation sheet (learning outcomes 1, 2 and 4).
Final rehearsals Performance(s) Post-performance discussion Assessment: video recordings (learning outcomes 2 and 3).

Assessment

Evidence for this unit will be generated through practical workshops, rehearsals and a performance. Achievement of assessment criteria 1.1, 1.2 and 2.1 can be evidenced through recordings of practical sessions, which should be supported by tutor observation. Learners should demonstrate a willingness to participate in workshop activities, a positive manner and the use of physical and interpretive skills when taking part in activities and rehearsals.

The performance should be recorded and supported by tutor observations. Peer evaluations and/or audience feedback could also be used as evidence. For 3.1, learners should demonstrate that they can contribute to the performance, demonstrating a degree of accuracy in their use of movement work. To achieve 3.2, learners must demonstrate the use of physical expression, through movement, gesture and facial expression, in their dance work. To achieve 3.3 a degree of musicality must be demonstrated through the application of timing and an awareness of the stylistic qualities of the piece.

To achieve 4.1, learners must be punctual for meetings and rehearsals and able to focus on working immediately. For 4.2, they should demonstrate a willingness to participate in discussions and other activities with a positive manner. To achieve 4.3, learners should show respect and support for others when discussing and developing ideas, in rehearsals, and when receiving direction and instruction.

Suggested resources

Books

Ashley L —*Dance Sense: Theory & Practice for GCSE Dance Students, 2nd Edition* (Northcote House, 2006) ISBN 978-0746311561

Ashley L —*The Essential Guide to Dance, Third Edition* (Hodder Arnold, 2008) ISBN 978-0340968383

Gough M —*Knowing Dance: A Guide to Creative Teaching* (Dance Books, 1999) ISBN 978-1852730703

McGreevy-Nichols S, Scheff H and Sprague M —*Building Dances: A Guide to Putting Movements Together* (Human Kinetics Europe Ltd, 2004) ISBN 978-0736050890

Unit 13: Exploring Music Performance Skills

Unit code: R/502/3835

Level: 1

Credit value: 4

Guided learning hours: 30

Unit aim

Most of us have, at some time, dreamt of being a rock star! This unit allows learners to explore some of the skills a musician requires whether they are a violinist or thrash guitarist.

Unit introduction

This unit aims to give learners an idea of what it is like to work as a musician in preparing and performing of a group or solo piece of music. Learners will develop confidence in the use of vocal and/or instrumental skills. They will learn how to plan a performance, practise and rehearse, and how to present themselves to an audience.

Learners will also develop employability skills throughout the unit as they will learn the importance of reliability, a positive attitude and respect for others in relation to music performance work.

The unit will culminate in a performance of the prepared solo or group piece to an invited audience for example peers, friends, family members.

This unit provides a skills base for learners that can be used and developed in other units such as *Unit 14: Preparing Performing Arts Work* and *Unit 15: Presenting Performing Arts Work*.

Essential resources

Learners need access to a practical space to work in and perform. Video equipment will be needed for evidence recording purposes. Video recordings of musical performances and concert visits will also be a useful resource. Learners need to provide their own musical instruments. Centres should, provide larger instruments such as pianos and drum kits, as appropriate.

Learning outcomes, assessment criteria and unit amplification

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to take part in practical music-making activities	1.1	Take part in practical music-making activities	<ul style="list-style-type: none"> Activities: singing and/or instrumental, e.g. solo playing/singing, ensemble playing/singing, warm-ups, technical exercises, practice routines, repertoire development
2	Be able to prepare for a solo or group musical performance	2.1	Take part in preparations for a musical performance	<ul style="list-style-type: none"> Preparations: e.g. considering target audience and venue; selection of appropriate performance pieces, e.g. length of piece, difficulty; running order, rehearsals audience type, e.g. children, young adults; venue e.g. acoustics
3	Be able to use music skills in performance	3.1	Perform with a degree of musical accuracy in performance	<ul style="list-style-type: none"> Musical skills: sense of pitch; sense of rhythm; sense of timing; musicality; expression; confidence; presentation techniques, e.g. communicate effectively with accompanist/band, communication with the audience Performance: solo or ensemble performance
		3.2	Perform with a sense of musical style in performance	
		3.3	Use stage presentation techniques	

Learning outcomes		Assessment criteria		Unit amplification
4	Be able to demonstrate employability skills through participation in practical activities	4.1	Be reliable when carrying out practical activities	□ <i>Reliability</i> : attendance; punctuality; being ready to work; suitable attire
		4.2	Show a positive attitude to practical activities	□ <i>Positive attitude</i> : e.g. focus, enthusiasm, motivation, willingness to try
		4.3	Be respectful to others in practical activities	□ <i>Respect for others</i> : tutors and peers; listening to others, being supportive of others; respecting the views of others; responding appropriately to feedback

Essential guidance for tutors

Delivery

This unit should be delivered through a series of tutor-led practical workshops designed to allow learners to explore a range of skills associated with musical performance. Learners should be encouraged to develop good practice in terms of preparing and warming up for class and maintaining of their instrument as appropriate. The nature of delivery will depend on the skills of learners at entry in terms of the musical instruments they play. It is, however, possible for learners who do not already play a musical instrument to participate and succeed in this unit through using the voice as an instrument or through playing tuned and/or untuned percussion instruments.

Early sessions should concentrate on building confidence as well as musical ability. Learners should take part in practical music-making activities, which could include performance of simple ensemble arrangements for instrumentalists and rounds and/or partner songs for vocalists. Pieces can be taught 'by ear' or with the use of musical scores as appropriate. In terms of technical ability, tutors should guide learners in a range of appropriate practice techniques and learners should be encouraged to keep a practice log to track their progress. Observation of and listening to professional performers will also be useful in the identification of appropriate performance techniques.

Learners will then apply the skills they have developed to a piece or pieces of music, which will be rehearsed under the direction of the tutor and performed to an audience. Learners can prepare a solo piece or work on an ensemble piece. In helping learners to choose pieces tutors should take into account their abilities. The choice of a simple piece, that allows a learner to perform well, is preferable to a more complex piece that they may struggle with. Learners should be encouraged to consider the target audience for their piece when making choices.

Learners should rehearse under the direction of the tutor. They should develop an understanding of the rehearsal process and be encouraged to develop good practice in terms of rehearsal discipline and taking direction. It would be useful for early rehearsal sessions to be recorded. Learners may then revisit these recordings to hear how they have improved and set targets for further development.

The unit does not need to culminate in a large-scale public performance. Learners could, for example, perform their piece(s) to a small audience of family and friends. It would also be appropriate for the piece(s) to be shown as part of a larger showcase that might include work prepared in other units.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities and assessment
Unit introduction Practical music-making activities, e.g. singing and/or instrumental working in groups or individually Observing a musician you admire Assessment: tutor observation sheet (learning outcomes 1 and 4).
Activities to develop musical accuracy, interpretive skills and stage presentation Viewing and discussing the work of other musicians Initial preparations for performance Assessment: video recordings and tutor observation sheet (learning outcomes 1, 2 and 4).
Rehearsals for performance Practising routine Development of presentation skills Assessment: video recordings and tutor observation sheets (learning outcomes 2 and 4).
Final rehearsals Technical rehearsals Performance(s) Post-performance discussions Assessment: video recordings (learning outcomes 3 and 4).

Assessment

Evidence for this unit will be generated through practical music making sessions, rehearsals and a performance. Achievement of 1.1, 2.1, 4.1, 4.2 and 4.3 can be evidenced through recordings of practical sessions, which should be supported by tutor observation. Learners should demonstrate a willingness to participate in activities in a positive manner contributing to activities and rehearsals.

Performance should be recorded and supported by tutor observations. Peer evaluations and/or audience feedback could also be used as evidence. To achieve 3.1, learners must perform with a degree of musical accuracy in terms of timing and pitch. For 3.2, they should demonstrate musicality in their performance work and stage presentation techniques, such as communication with the audience and other performers for 3.3.

To achieve 4.1, learners must be punctual for meetings and rehearsals and be able to focus on working immediately. For 4.2, learners should demonstrate a willingness to participate in discussions and other activities with a positive manner. To achieve 4.3, learners should show respect and support for others when discussing and developing ideas in rehearsals, and when receiving direction and instruction.

Suggested resources

Musical scores may not be appropriate. However, the Kaleidoscope Series published by Chester Music includes arrangements of classical and pop standards for mixed groups of instruments.

Unit 14: Preparing Performing Arts Work

Unit code: H/502/3838

Level: 1

Credit value: 4

Guided learning hours: 30

Unit aim

This unit is about the process of preparing work for presentation to an audience as part of a group. Performing arts work could be a dance piece, play, concert, showcase or pantomime.

Unit introduction

Preparing work for an audience is an exciting time for all those involved. This unit allows learners to learn about the various stages of this preparation process and apply them to a group project of their own. Performing arts work could be a short performance or an extract from a dance piece, play, concert, showcase or pantomime. Learners may take part as performers, in which case they will spend time rehearsing and devising, or in a technical or production role preparing props, costumes, scenery, lighting or sound.

Learners will begin by exploring the various stages of the preparation process. They will need to come up with ideas for the form and content of the work and choose, or help to choose, an appropriate idea. They will then decide on, or be allocated, a role in the preparation process, taking part in production meetings, rehearsals and other preparations appropriate to their role.

Learners will also develop employability skills throughout the unit as they will learn the importance of reliability, teamwork, a positive attitude and respect for others in relation to their work.

The unit allows learners to develop further skills learned in *Unit 11: Exploring Acting Skills*, *Unit 12: Exploring Dance Skills*, and *Unit 10: Exploring Design Skills for the Performing Arts*. It also provides links to *Unit 14: Presenting Performing Arts Work*.

Essential resources

For this unit learners need access to practical rehearsal and performance spaces appropriate to the work being undertaken. Equipment requirements will depend on the nature of the performing arts work being prepared for presentation.

Learning outcomes, assessment criteria and unit amplification

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know the stages involved in the preparation of performing arts work	1.1	Identify the stages in the preparation of performing arts work	<ul style="list-style-type: none"> □ <i>Stages</i>: e.g. rehearsals, production meetings, designing and making props, set and costumes, designing lighting plans/sound, get in/fit up, band call, technical rehearsal, dress rehearsal □ <i>Performing arts work</i>: e.g. play, musical, dance piece, concert, showcase, variety show
2	Be able to explore ideas for performing arts work	2.1	Explore ideas for performing arts work	<ul style="list-style-type: none"> □ <i>Exploring and developing ideas</i>: e.g. contributing ideas, responding to the ideas of others, experimenting, selection and rejection, discussing, shaping ideas
		2.2	Develop appropriate ideas	
3	Be able to carry out a role in the preparation of performing arts work	3.1	Work collaboratively with others to allocate roles within the group	<ul style="list-style-type: none"> □ <i>Individual roles</i>: e.g. actor, singer, dancer, musician, choreographer, director, stage crew, lighting operator, sound operator, front of house attendant, wardrobe assistant □ <i>Preparations</i>: e.g. rehearsals, devising, planning, making, attending meetings
		3.2	Identify the responsibilities of their individual role	
		3.3	Carry out role using appropriate skills	

Learning outcomes		Assessment criteria		Unit amplification
4	Be able to demonstrate employability skills when preparing performing arts work	4.1	Be reliable when taking part in practical activities	□ <i>Reliability</i> : attendance; punctuality; being ready to work; suitable attire
		4.2	Show a positive attitude to practical activities	□ <i>Positive attitude</i> : e.g. focus, enthusiasm, motivation, willingness to try
		4.3	Be respectful to others in practical activities	□ <i>Respect for others</i> : tutors and peers; listening to others, being supportive of others; respecting the views of others; responding appropriately to feedback

Delivery

Learners are unlikely to be familiar with the stages, or the people, involved in the production of a performing arts piece. Discussion activities, where learners come up with ideas and suggestions of what might need to be carried out and by whom, will be a useful way of introducing this unit. A theatre visit to include a backstage tour or a visit from someone working in the profession will also be useful. Examining theatre or events programmes will provide learners with job titles (for example deputy stage manager or wardrobe supervisor) that they could investigate; findings could be collated by the group into a timeline that illustrates the stages of the process. Learners should also be encouraged to consider the importance of organisational skills, meeting deadlines and team-working skills in the preparation of performing arts work. They should begin to develop a production scrapbook to include research notes and handouts as well as a copy of the timeline.

Learners need to explore ideas for performance work, possibly from a list of viable suggestions supplied by the tutor. They could develop work undertaken in other units for example developing a devised piece of drama created in *Unit 11: Exploring Acting Skills* into a more substantial piece by adding extra scenes or some movement work. Tutor may prefer, however, for learners to work on a new project from a given stimulus, or use extracts and scenes from an existing play, dance piece, musical or music score. Learners should be encouraged to consider time and other practical constraints (for example the availability of resources) when developing their ideas. They should also think about the target audience for their work. Records of ideas should be included in the learner's scrapbook and tutors may wish to provide simple writing frames to enable learners to record and log their progress.

Once decisions about the nature of the performance have been made the group will need to consider the requirements of their project and, with tutor guidance, allocate roles within the production and performance teams. Some learners may prefer to take on a production role, working as a member of the stage crew or designing and making props, items of set or simple costumes. Others may wish to perform. Some may want to split their time between both. Whatever role they are allocated, it is vital that learners understand that everyone is equally important in terms of the success of the performance.

Once allocated a role, learners must identify their individual responsibilities. It may be useful for each learner to create an action plan with the help of the tutor. Rehearsal and production schedules should be drawn up, with tutor guidance, which identify key milestones. Rehearsals, devising, design or making sessions will follow as appropriate and regular production meetings should be used to enable learners to track the progress of the preparations. Learners should be encouraged to keep their scrapbooks up to date to show how ideas have been generated, selected and developed. Those involved in design work should include sketches, drafts and prototypes. Performers could include character studies and rehearsal notes. Those working backstage could include items such as props lists, descriptions of costumes, scale drawings of the set with positioning of furniture, etc.

The unit will culminate in 'production week' type activities with learners taking part in a get in and fit up, as appropriate, under the supervision of a tutor.

Outline learning plan

The outline learning plan has been included in this unit as guidance only.

Topic and suggested assignments/activities and assessment
<p>Discussion of the stages involved in the preparation of a performing arts event.</p> <p>Discussion of jobs to be done, how long each stage might take, the importance of good organisation.</p> <p>Assessment: spidergram/mind map/timeline, production of scrapbook, observations of contribution to discussion (learning outcome 1).</p>
<p>Exploration and development of ideas for an event .</p> <p>Consideration of the appropriateness of ideas through practical activities and discussions.</p> <p>Keeping scrapbook up to date.</p> <p>Assessment: spidergram/mind map, production of scrapbook, observations of contribution to discussion (learning outcome 2).</p>
<p>Finalising of form and content of presentation .</p> <p>Allocation of roles.</p> <p>Devising an individual action plan setting out learner's role in the preparation process.</p> <p>Devising a rehearsal/production schedule.</p> <p>Making a list of own responsibilities.</p> <p>Assessment: observations of contribution to discussion, individual action plan, production/rehearsal schedule (learning outcomes 2, 3 and 4).</p>
<p>Participation in rehearsals/devising sessions:</p> <ul style="list-style-type: none"> • prop/costume/set design/making • production of light and sound designs • attendance at production meetings. <p>Keeping scrapbook up to date.</p> <p>Assessment: observation of working as part of a team, video evidence, planning documentation, production scrapbook, designs/sketches/models, props/costumes/items of set, lighting and sound design (learning outcomes 3 and 4).</p>
<p>'Production week' get in and fit up.</p> <p>Assessment: observation of contribution (learning outcomes 3 and 4).</p>

Assessment

Evidence for this unit will be generated through participation in discussion, rehearsal and other practical activities using tutor observations and learners' scrapbook entries. To achieve 1.1, learners should list, orally, in written form or through a timeline or mind map, the stages involved in the preparation of performing arts work.

For 2.1 and 2.2, they should take part in practical activities and discussions where ideas for performing arts work are explored and appropriate ideas developed.

To achieve 3.1, learners must participate in a group meeting to allocate roles within the preparation process. For 3.2, they should be able to list, orally or in written form, their own responsibilities. To achieve 3.3, they must be able to carry out their allocated role using performance, technical or design and making skills as appropriate.

To achieve 4.1, learners must be punctual for meetings and rehearsals and be able to focus on working immediately. For 4.2, learners should demonstrate a willingness to participate in discussions and other activities with a positive manner. To achieve 4.3, learners should show respect and support for others when discussing and developing ideas, in rehearsals and when receiving direction and instruction.

Suggested resources

Books

Dean P — *Production Management: Making Shows Happen- A Practical Guide* (Crowood Press, 2002) ISBN 978-1861264510

Fredman R and Reade I — *The Essential Guide to Making Theatre (Essential Guides for GNVQ Performing Arts)* (Hodder & Stoughton, 1995) ISBN 978-0340655146

Gardyne J — *Producing Musicals: A Practical Guide* (The Crowood Press, 2004) ISBN 978-1861266279

Hawkins T and Menear P — *Stage Management and Theatre Administration (Theatre Manual)* (Phaidon, 1988) ISBN 978-0714825168

White M — *Staging A Musical (Stage and Costume)* (A&C Black, 1999) ISBN 978-0713648966

Unit 15: Presenting Performing Arts Work

Unit code: K/502/3839

Level: 1

Credit value: 4

Guided learning hours: 30

Unit aim

Presenting work to an audience can be both exciting and nerve-racking. It is something that all those involved in the performing arts do on a regular basis. This unit will give learners a taste of what it is like to perform or work backstage.

Unit introduction

The presentation of work to an audience is the culmination of weeks of preparation. This unit focuses on presenting work learners have created and prepared elsewhere (for example in another unit). It may be a short performance, an extract from a dance piece, pantomime, concert or play.

Learners may take part as singers, actors, musicians or dancers. They will need to perform to the best of their abilities communicating with the audience and other performers. They may however be carrying out a technical or production role, for example operating lighting or sound equipment or as a member of the stage crew (working backstage, organising costumes, in the front of house team or designing and preparing sound, costume, scenery, lighting etc).

Whatever their role, learners will need to work hard to ensure the performance runs smoothly and that they work as a team to achieve goals. They will also need review the work considering successes and what could be improved in the future.

Learners will also develop employability skills throughout the unit as they will learn the importance of reliability, teamwork, a positive attitude and respect for others in relation to their work.

This unit introduces learners to the employability skills needed to present a performing arts event to an audience. It allows learners to develop further skills learnt in *Unit 11: Exploring Acting Skills*, *Unit 12: Exploring Dance Skills* and *Unit 10: Exploring Design Skills for the Performing Arts*. It also links to *Unit 14: Preparing Performing Arts Work*.

Essential resources

Learners need access to a practical performance space appropriate to the work being carried out. Equipment requirements will depend on the nature of the performing arts work being prepared for presentation. However, recording equipment will be required for evidence gathering purposes.

Learning outcomes, assessment criteria and unit amplification

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to carry out a role in the presentation of a performing arts work	1.1	Collaborate with others when carrying out a role	<ul style="list-style-type: none"> □ <i>Individual roles</i>: performing roles, e.g. actor, singer, dancer, musician; production roles, e.g. set designer, lighting operator, sound operator, front of house attendant, wardrobe assistant □ <i>Performing arts work</i>: e.g. play, musical, dance piece, concert, showcase, variety show □ <i>Collaboration with others</i>: communication with audience and other performers; dealing with the public; communicating with others in the production team
		1.2	Use appropriate skills when carrying out a role	<ul style="list-style-type: none"> □ <i>Appropriate skills</i>: performing, e.g. leadership, teamwork; production, e.g. technical, organisational; front of house, e.g. customer service, leadership, teamwork
2	Be able to review own contribution to the performance	2.1	Collect feedback of performance from different sources	<ul style="list-style-type: none"> □ <i>Feedback</i>: verbal; questionnaires; audience reaction □ <i>Sources of feedback</i>: tutor(s); peers; audience members □ <i>Areas for future development</i>: improvement in performance/production skills; allocated roles; communication skills; style of presentation; content of presentation; employability skills, e.g. reliability, attitude, respect, meeting deadlines
		2.2	Identify strengths of own contribution	
		2.3	Identify areas for future improvement	

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to demonstrate employability skills in the presentation of performing arts work	3.1	Be reliable when presenting work	□ <i>Reliability</i> : attendance; punctuality; focus; being ready to work
		3.2	Show a positive attitude to the presentation of work	□ <i>Positive attitude</i> : e.g. focus, enthusiasm, motivation, willingness to try
		3.3	Be respectful to others in the presentation of work	□ <i>Respect for others</i> : tutors and peers; listening to others; being supportive of others and respecting their views; responding appropriately to feedback

Essential guidance for tutors

Delivery

Learners should begin the unit by considering the final preparations that need to be carried out before their work is ready to be shown. Through tutor-led discussions learners should compile a master checklist of activities, as well as identify their own responsibilities in the lead up to the performance.

Learners should also consider how they might assess the success of their work. They should spend some time considering ways of collecting audience responses to their work and should, with the help of their tutor, design a questionnaire for the audience and/or come up with questions that could be used with a focus group of peers and/or tutors. In designing questions they should consider the aim of their work for example to entertain or to show the skills they have developed, and the kinds of question they will need to ask to find out how well those aims have been met.

Technical and dress rehearsals will need to be carried out (as appropriate to the piece being performed) with learners fulfilling their role as a performer or as part of the production team. Learners undertaking front of house roles will need to carry out final checks to ensure the auditorium and other public areas are ready for the audience. Activities should be supervised by a tutor who should lead a follow-up session giving feedback on what went well and what went less well and providing actions for improvements. Learners should then take part in the performance in their allocated role.

After the performance all learners should take part in the strike and/or get out. Learners should appreciate the importance of these activities and the value of leaving the performance space tidy when a performance is finished. They will also need to gather audience questionnaires and/or take part in focus group meetings as appropriate.

The unit will culminate in a tutor-led discussion where learners assess the success of their performance. They should collate audience responses and discuss what went well and less well, giving and receiving feedback in an appropriate manner.

Outline learning plan

The outline learning plan has been included in this unit as guidance only.

Topic and suggested assignments/activities and assessment
<p>Discussions of how to prepare for a presentation/performance:</p> <ul style="list-style-type: none"> • technical and dress rehearsals • mental and physical preparation • relaxation techniques • physical and vocal warm-ups • pre-production health and safety checks. <p>Assessment: observation of discussion, checklist of final preparations (learning outcomes 1 and 3).</p>
<p>'How will we know how we have done?': methods of collecting audience feedback</p> <p>Designing audience questionnaires, verbal questioning techniques</p> <p>Distribute questionnaire to audience/visitors to event</p> <p>Assessment: questionnaires, observation of participation in discussions (learning outcome 2).</p>
<p>Technical and dress rehearsals</p> <p>Assessment: recording of technical and dress rehearsals [Learning outcomes 1 and 3]</p>
<p>Take part in presentation(s)/performances</p> <p>Participate in post-production activities e.g. strike, get out</p> <p>Assessment: observation of individual roles, recording of presentation/performance (learning outcomes 1 and 3).</p>
<p>Collate responses to questionnaires</p> <p>Obtain verbal feedback</p> <p>Group discussion: assess success of presentation and identify areas for future improvement</p> <p>Present information</p> <p>Assessment: observation of discussion activities (learning outcomes 2 and 3).</p>

Assessment

Evidence for this unit will be generated through discussions, practical activities, final rehearsals and a performance/presentation. Achievement can be evidenced through recordings of final rehearsals, preparations and discussions, which should be supported by tutor observation and a recording of the performance/presentation itself.

To achieve assessment criteria 1.1, learners should demonstrate the ability to collaborate with others. This could be demonstrated in a number of ways, for example, by performers working together on stage, by sound and lighting operators working together during the technical rehearsal or by members of the stage crew working as a team when setting and striking scenery.

To achieve 1.2, learners should demonstrate skills appropriate to the role they have been allocated, for example actors should show use of vocal and movement skills, members of the front of house team should show good communication skills when dealing with members of the public, members of the technical team might show skills in operating simple sound or lighting equipment.

To achieve 2.1 and 2.2, learners must participate in discussion activities where they assess feedback from the audience, peers and tutors. They should, with support from their tutor, identify their successes and list areas where improvements could be made.

To achieve 3.1, learners must be punctual for the final rehearsals, the performance/presentation and all follow-up meetings. They must be able to focus and begin working immediately. For 3.2, learners should demonstrate a willingness to participate in all activities in a positive manner. To achieve 3.3, learners should show respect to others during the final rehearsals and before, during and after the performance/presentation.

Suggested resources

Books

Dean P — *Production Management: Making Shows Happen – A Practical Guide* (Crowood Press, 2002) ISBN 978-1861264510

Fredman R and Reade I — *The Essential Guide to Making Theatre (Essential Guides for GNVQ Performing Arts)* (Hodder & Stoughton, 1995) ISBN 978-0340655146

Hawkins T and Menear P — *Stage Management and Theatre Administration (Theatre Manual)* (Phaidon, 1988) ISBN 978-0714825168

Unit 16:

Planning an Enterprise Activity

Unit reference number: R/503/2857

Level: 1

Credit value: 1

Guided learning hours: 10

Unit aim

The aim of this unit is to give learners the skills and knowledge to plan an enterprise activity. Learners will generate ideas for products or services, and consider the roles and skills required, and the likely costs as well as the promotional materials needed.

Unit introduction

Enterprise activities offer opportunities to learn and develop the entrepreneurial characteristics of tenacity, independence, innovation, imagination, risk taking, creativity, intuition and leadership. The focus of this unit is for learners to develop an understanding of how to set up an enterprise activity to sell a product or service, including the costs and responsibilities involved. Learners will also consider the skills required for the enterprise activity and how to promote the activity.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know how to select a suitable enterprise activity	1.1	Identify strengths of ideas generated for an enterprise activity	<ul style="list-style-type: none"> □ <i>Strengths and weaknesses of enterprise activity ideas:</i> availability and cost of resources, e.g. human and financial resources, materials, facilities, equipment, timescales, specific skills and knowledge required, potential demand for product or service, potential competition
		1.2	Identify weaknesses of ideas generated for an enterprise activity	
2	Know appropriate roles and skills required for the enterprise activity	2.1	Identify roles required for the enterprise activity	<ul style="list-style-type: none"> □ <i>Roles required:</i> e.g. planner, salesperson, manufacturer, administrator, financial controller
		2.2	Identify the practical and personal skills required for the enterprise activity	<ul style="list-style-type: none"> □ <i>Practical and personal skills required:</i> planning skills, budgeting and financial skills, manufacturing skills, communication, confidence, knowledge of product or service, customer service skills, promotional and selling skills
3	Know the costs involved in producing and selling a product or service	3.1	Identify the cost of items and processes related to producing and selling the product or service	<ul style="list-style-type: none"> □ <i>Production costs:</i> ingredients, components, equipment, facilities, skills, time □ <i>Selling costs:</i> advertising, printing of leaflets or flyers, facilities, e.g. hire of stall at charity event or local market
		3.2	Identify the final pricing of the product or service using basic calculations	<ul style="list-style-type: none"> □ <i>Pricing of the product or service:</i> realistic pricing; covering costs and making a profit

Learning outcomes		Assessment criteria		Unit amplification
4	Be able to use an appropriate promotional technique	4.1	Use an appropriate method to promote a product or service	<ul style="list-style-type: none"> □ <i>Promotional materials and methods</i>: selection of relevant media for promotion, e.g. poster, leaflet, flyer, launch event; using a logo or branding; using pricing strategies, e.g. special introductory discount; conveying information about product or service in a way that is clear, accurate and attractive, e.g. information about location, availability, contact information, features of product or service

Information for tutors

Delivery

This unit has been designed to be as practical as possible. Learners should be encouraged to gain an understanding of the relevant enterprise concepts in an applied way. Group working and group discussion would be appropriate, even where the learner's own assessment evidence needs to be recorded separately.

An enterprise activity does not have to be a large-scale activity. It can either be producing a product, for example greeting cards, baking biscuits, making sweets, making jewellery, or providing a service such as selling ice cream or carwashing. During the delivery of this unit, learners should be given as much practical experience as possible.

This unit has been designed so that it can be delivered with *Unit 17: Running an Enterprise Activity* and *Unit 18: Producing a Product*.

To introduce the unit, tutors could stimulate discussion as to what is needed for a successful enterprise activity and, through the discussion, ideas could be generated regarding different types of products and services. It is important to emphasise that the activity must be possible within the learner's current skills. These ideas could be explored individually or through group activity.

A question and answer session could determine the strengths and weaknesses of different enterprise ideas. The advantages and disadvantages of ideas could also be explored through the form of a 'Dragons' Den' type of presentation to a group, with peers commenting on the ideas.

Group discussion could be used to explore roles within an enterprise activity and the personal skills involved. Learners could also interview business people or consult entrepreneur websites for ideas on the kind of roles and skills needed for different types of enterprise activity.

In order for learners to understand the importance of promotional techniques and selling skills, it would be useful for them to watch clips of TV adverts and/or review advertising from a range of sources such as the internet, radio, newspapers and magazines. Point of sale advertising could be a useful resource, which is also readily available. Specific information on selling skills could be gained from a range of services including books, internet and media articles. Personal skills in enterprise could be observed through TV documentaries on business start-ups and programmes such as *Dragons' Den*.

Learners could investigate costs of their chosen enterprise idea by active research via the internet or interaction with possible suppliers. Setting prices could be a result of research (such as questionnaires or a small-scale focus discussion), exploring what prices customers are prepared to pay for a product or service. Business people could also be interviewed for advice on how to set a realistic profit margin.

To complete this unit, learners could explore and research a variety of advertising media and promotional events as they decide on the appropriate promotion materials for their enterprise activity.

Assessment

This unit can be assessed through a series of structured tasks or activities including a mixture of theory-based and practical application.

For 1.1 and 1.2, the learner should be given the opportunity to discuss possible ideas for an enterprise activity before deciding on the strengths and weaknesses of the ideas. This could be part of a group discussion with a tutor or take place as an individual activity. The learner must identify more than one type of product or service before choosing one enterprise idea to pursue further in this unit. The learner needs to identify at least one strength and one weakness in two different enterprise ideas.

To achieve 2.1 and 2.2, the learner needs to identify the different key roles for their enterprise activity. These could include examples such as the role of researcher, promoter, salesperson and keeping financial records. Additionally, the learner must be able to identify practical and personal skills that would be required in the enterprise activity.

To achieve 3.1, the learner needs to identify a range of costs, and processes related to producing and selling their product or service. This could be presented as a brief poster or a written presentation.

To achieve 3.2, the learner is required to use basic calculations to show how they will work out their final sale price for their product or service. This could be included as part of the poster or the presentation produced for 3.1.

For 4.1, the learner must produce some promotional material for their product or service such as a flyer or poster containing key information. This information should include an accurate description of the product or service, logo or branding, price, location and availability of the product or service and/or contact information.

Suggested resources

Websites

www.enterprise-education.org.uk	Enterprise Education Trust
www.enterpriseinschools.org.uk/	Enterprise in schools – access to education
www.gov.uk/browse/business	Government information on starting up and running a business
www.stridingout.co.uk	Provides leadership, business and career-building advice

Unit 17: **Running an Enterprise Activity**

Unit reference number: Y/503/2858

Level: 1

Credit value: 1

Guided learning hours: 10

Unit aim

This unit gives learners the opportunity to use their skills and knowledge to run an enterprise activity. Learners will gain practical experience of choosing a venue, products, marketing and setting prices in relation to costs.

Unit introduction

Enterprise activities offer opportunities to learn and develop the entrepreneurial characteristics of tenacity, independence, innovation, imagination, risk taking, creativity, intuition and leadership. The focus of this unit is to provide learners with the opportunity to carry out an enterprise activity. Learners will demonstrate selling a product or service, taking into account the practical and personal skills required.

Learners will also develop an understanding of how to increase the chances of success in an enterprise activity and how to evaluate its performance.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know how to increase the likelihood of success in an enterprise activity	1.1	Identify features which would lead to the effective delivery of a chosen enterprise activity	<ul style="list-style-type: none"> □ <i>Features leading to effective delivery:</i> identify customers and what customers want or need, conduct market research, estimate number of sales, plan tasks and timescales, allocate tasks and roles according to a plan, evaluate skills needed and who best able to provide them □ <i>Selling a product using practical and personal skills:</i> suitable product or service prepared; necessary components obtained; appropriate promotional materials produced and displayed; location prepared and enterprise activity set up; prices determined and displayed; sales and communication skills demonstrated, implementation and organisational skills demonstrated
2	Be able to complete an enterprise activity	2.1	Prepare the product or service for the enterprise activity incorporating required features	
		2.2	Create appropriate advertising for the product or service	
		2.3	Set an appropriate price for the product or service offered	
		2.4	Demonstrate appropriate sales and communication skills	

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to review the success of the enterprise activity	3.1	Produce records to show the successes and failures of the enterprise activity	<ul style="list-style-type: none"> □ <i>Producing records</i>: show cost of producing product or service; recording numbers of product or service sold; income before costs; profits/losses; evaluating success of enterprise activity in terms of number of sales and profit made/not made; reasons for success or failure, e.g. quality of the product, venue, cost, weather, advertising
		3.2	State what would be done differently should there be another enterprise activity	

Information for tutors

Delivery

This unit has been designed to be as practical as possible. Learners should be encouraged to gain an understanding of the relevant enterprise concepts in an applied way. Group working and group discussion would be appropriate, even where the learner's own assessment evidence needs to be recorded separately.

An enterprise activity does not have to be a large-scale activity. It can either be producing a product, for example greeting cards, baking biscuits, making sweets, making jewellery, or providing a service such as selling ice cream or carwashing. During the delivery of this unit, learners should be given as much practical experience as possible.

This unit has been designed so that it can be delivered with *Unit 16: Planning an Enterprise Activity* and *Unit 18: Producing a Product*.

At this level, learner activities will require them to carry out some multi-stepped tasks. In the completion of tasks for this unit, learners should demonstrate appropriate planning and preparation skills. Additionally, the learner must be given the opportunity to show competency in organisational skills and skills in reviewing the success (or failure) of the enterprise activity. A learner in the workplace should be able to identify and use some work-related skills in running their enterprise activity.

Learners are likely to require clear guidance from their tutor or line manager in thinking about how to run their enterprise activity, but should operate with less supervision than at Entry Level 3. Regular feedback will promote steady progress in the development of the required skills and knowledge. Learners will require supervisory guidance and regular monitoring and review of progress in order to identify the knowledge and skills that have been developed.

Learners might find it helpful to use group discussions to explore features that should ensure that their enterprise activity is successful. 'Successful' in this context means that the learner understands how to carry out their activity and reach their planned sales targets.

Group discussions may also be a useful way of helping learners understand the importance of consumer needs in influencing the success of an enterprise activity. Learners could also seek advice or opinions from visiting guest speakers or other business people about consumer demand and how the enterprise activity might meet consumers' needs.

Group discussions could be used to come up with a checklist of tasks needed to carry out the activity on the day(s) chosen. The list of tasks could also be produced as an individual piece of written work or as a PowerPoint presentation.

The learner's enterprise activity could be delivered as part of an enterprise activity day using the format of a trade fair with a variety of stands. Alternatively, the enterprise activity could also take the form of a one-off, small-group activity or an individual enterprise activity.

Learners could seek guidance from record sheet templates that suggest the key financial information that need to be recorded to evaluate the overall successes and/or failures of the enterprise activity. Learners could also seek advice from entrepreneurs or business people regarding which financial information to record and how to present it. They could also participate in a question-and-answer session with a visiting speaker.

Assessment

Assessment of this unit centres on the completion of an enterprise activity.

For 1.1, the learner must identify key features leading to the success of a chosen enterprise activity. This could be provided, for example, in a written report, a brief presentation, video evidence or completion of a log or record sheet. The number of key features would depend on the nature of the enterprise activity, but typically the learner should be able to discuss at least two key features for success.

For 2.1 to 2.4, the learner must provide witnessed evidence that the enterprise activity has taken place. The product or service must have been prepared incorporating the features specified in 1.1, the price and benefits of the product or service made clear, and appropriate sales and implementation skills must have been demonstrated by the learner. The prepared product or service may comprise something the learner has produced themselves (jewellery they have made), or something produced by someone else (ice cream purchased by the learner and sold on a stall at a trade fair). Photographic or video evidence can be used, as well as a tutor witness statement.

For 3.1, some simple records need to be provided, showing costs and revenue and a calculation of profit/loss made, providing a brief comment as to the reasons for success or failure of the enterprise activity. Record sheets provided by a tutor can be used for this purpose. For 3.2, the learner should be able to state what would be done differently should there be another enterprise activity. Consideration could be given to the venue, time of the enterprise activity, the marketing, quality of the product or service, and the communication skills used.

Suggested resources

Websites

www.enterprise-education.org.uk

Enterprise Education Trust

www.gov.uk/browse/business

Government information on starting up and running a business

www.stridingout.co.uk

Provides leadership, business and career-building advice

Unit 18: Producing a Product

Unit reference number: D/503/2859

Level: 1

Credit value: 1

Guided learning hours: 10

Unit aim

In this unit learners are given the knowledge and skills to safely produce a product or item. Learners will consider the skills required to make the product, and the necessary precautions to ensure safety. They will assess the finished item.

Unit introduction

Being involved in a production activity can help learners develop a range of basic entrepreneurial skills.

In this unit, learners will find out how to make a product or item safely, understand the skills required in making the product or item and evaluate the quality of the product or item. They will also consider whether the quality of the finished item is in line with original expectations.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know how to make a product or item	1.1	Produce a plan to make a product or item	<ul style="list-style-type: none"> □ <i>Plan for making a product or item:</i> choice of appropriate product or item to make, record steps to be followed in making the product or item; list and obtain resources and materials needed for product or item; plan for effective use of different types of equipment, e.g. tools, measuring instruments, appliances, containers, plan for safe use of equipment, use of safety clothing if required
		1.2	Identify the materials and equipment required	
		1.3	Identify any relevant safety points	
2	Understand the skills required to make the product or item	2.1	Outline the skills required to make the product or item	<ul style="list-style-type: none"> □ <i>Skills required to make the product or item:</i> technical, personal or practical skills required to make the product; identify any skills gaps
		2.2	Identify any new skills that might be required	
3	Be able to produce the product or item safely	3.1	Produce a product or item using relevant skills, materials and equipment	<ul style="list-style-type: none"> □ <i>Producing the product or item:</i> using appropriate materials and equipment
		3.2	Take appropriate measures to produce the product or item safely	<ul style="list-style-type: none"> □ <i>Steps to safely produce the product or item:</i> use correct materials, methods and equipment as required; use any equipment effectively and safely; use appropriate safety clothing and protection if required, e.g. safety glasses, appropriate footwear, gloves; first aid supplies available; produce safe item or product

Learning outcomes		Assessment criteria		Unit amplification
4	Be able to assess how well the product or item was made	4.1	State what parts of the finished product or item met with expectations	<ul style="list-style-type: none"> □ <i>Quality of the finished product or item</i>: quality of materials used, quality and use of equipment; comparing quality of final product or item against original plans for quality of product or item
		4.2	State what parts of the finished product or item did not meet the original expectations	
		4.3	Outline what changes would be made if the product or item were to be produced again	

Information for tutors

Delivery

This unit has been designed to be as practical as possible. Group work and group discussion would be appropriate, even where the learner's own assessment evidence needs to be recorded separately.

Learners should be encouraged to gain an understanding of producing a product or item. Group working and group discussion would be appropriate, even where the learner's own assessment evidence needs to be recorded separately. While producing their product or item, learners need to consider and apply the relevant safety measures.

Activities can be carried out individually or in groups. The process of producing the product or item is as important as the product or item itself.

The learning outcomes and assessment criteria refer to products or items. Learners could produce small items such as handmade jewellery, confectionery, candles or gift boxes as well as larger-scale products that might require the use of workshop facilities.

It would be helpful if learners could visit a production line to see how products and items are made on a commercial scale. The layout of the production line would help learners to sequence their own production plan, as well as giving them an opportunity to see how tools and materials are used. The safety concerns of staff using machinery can also be highlighted.

Group work can be used to generate discussion about the creation of production plans. Learners should be asked to create plans for producing products or items that they are familiar with, such as making a cup of coffee or tea. Learners can then concentrate on the process and think about the skills needed.

Learners need time to practise making their product or item. Safety should be paramount, and learners should be aware of the safety measures that they need to take. Peer assessment of their work will allow learners to develop their skills in assessing the quality of the finished product.

Learners need regular assessor support and guidance, with reviews of progress undertaken by the tutor or line manager to identify the knowledge and skills that have been developed, as well as areas of knowledge, understanding and skills that need improvement.

The unit focuses on developing the skills needed to make a product or item under some supervision.

Activities can be carried out individually, or a group of learners can work together to make an item or product. The item or product itself can be very simple in design — it is the learners' learning experiences that are important.

Delivery of this unit could be carried out in conjunction with *Unit 16: Planning an Enterprise Activity* and *Unit 17: Running an Enterprise Activity*.

Assessment

This unit can be assessed through a series of structured tasks or activities. A range of assessment activities can be used. Methods such as photographs and video and audio recordings could add to the range of evidence suggested.

For 1.1, 1.2 and 1.3 ,the learner must produce a straightforward plan for how the product or item will be produced, listing any materials and equipment needed, as well as the safety points to be aware of. Tutors or line managers could provide examples of planning templates but the learner must be able to independently select the best way to present their plan and decide the information required in the plan. Alternatively, a brief poster or PowerPoint presentation witnessed by the tutor could be used.

For 2.1, a question and answer session could be used as evidence for the learner to describe the skills required to make the product or item. Alternatively, the learner could include an outline of the required skills as part of the plan submitted for 1.1. The learner must outline at least two skills needed to make the product or item. These may be personal or practical skills. The learner must also be able to identify any new skills that might need to be acquired in order to make the product or item.

Criteria 3.1 and 3.2 should be combined so that the learner demonstrates that they have taken appropriate safety measures while making the product or item, or an aspect of the product or item safely. This evidence will be observed by the tutor or designated person. The evidence need to be recorded.

For 4.1 and 4.2, the tutor or line manager may prompt the learner with questions or comments about the item or product, but the learner must show that they are able to make an independent judgement about the quality of the item or product they have produced and whether it has met their original expectations. A statement about the quality of the final product or item could be written by the learner.

For 4.3, the tutor or line manager may prompt the learner with questions or comments about the item or product, but the learner must be able to show that they can outline changes that they would make to improve the item or product.

Alternatively for 4.1, 4.2 and 4.3, the tutor could record a discussion in which the learner comments on the quality of the finished item or product, and proposed changes. A question and answer session with a witness statement may be used to review how well the product or item was made, whether it has met the original expectations of the plan and how the plan could be modified. Alternatively, if a planning template was used for 1.1, the learner could cross-reference the quality of the product or item against the description of the product or item in the original planning template.

Suggested resources

Websites

www.enterprise-education.org.uk

Enterprise Education Trust

www.gov.uk/browse/business

Government information on starting up and running a business

www.stridingout.co.uk

Provides leadership, business and career-building advice

Unit 19: Managing Money Matters

Unit reference number: D/600/9317

Level: 1

Credit value: 1

Guided learning hours: 10

Unit aim

The aim of this unit is for learners to develop knowledge and understanding of how to manage their finances through planning a personal budget. Learners will explore ways of paying for goods and services and of making savings.

Unit introduction

A survey conducted by the Personal Finance Education Group (pfeg) revealed that more than half of teenagers were in debt to friends or families. Opportunity, peer pressure and media influence are all contributing factors. However, the survey also showed that being involved in making financial decisions helps young people and adults to feel more in control of their lives. Helping young people and adults to understand their attitudes and behaviours towards finance, as well as learning the jargon and knowing about financial products, is integral to this. This unit aims to develop learner knowledge and skills in these key areas to enable individuals to manage a personal budget and identify the savings they can make.

For learning outcome 1, learners explore different ways of paying for goods and services.

Reasons and ways to save are investigated in learning outcome 2.

For learning outcome 3, learners can prepare a personal budget and consider ways in which they make savings.

Essential resources

Learners need access to an interactive whiteboard and/or individual PCs.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know how to pay for goods and services	1.1	Describe ways to pay for different goods and services	<ul style="list-style-type: none"> □ <i>Forms of payment:</i> cash – easy for small items, accepted by most retailers, easy to monitor spending, can be lost; cheques – not available to under-16s, safe, can be posted, take time to clear, can bounce; cash card – used in Automated Teller Machines (ATMs) to get cash out of bank/building society account, need a Personal Identification Number (PIN), available at 11 years of age from some banks/building societies; debit card – used instead of cash, can draw money at ATM, needs a PIN, can pay for goods in shops, money taken directly out of account; direct debit and standing orders □ <i>Borrowing to pay for goods and services:</i> credit card, e.g. used instead of cash, payment made every month, credit limit, minimum monthly payment, interest charged on unpaid amount, difficult to keep track of spending, available at 18 years of age; store card e.g. credit card for that store only, minimum monthly payment, higher rate of interest than credit cards
2	Understand saving	2.1	Explain reasons to save	<ul style="list-style-type: none"> □ <i>Reasons to save:</i> for an emergency; to buy large items; for a holiday; for higher education; for a pension; for peace of mind
		2.2	Review methods of saving	<ul style="list-style-type: none"> □ <i>Methods of saving:</i> saving accounts, e.g. National Savings, bank/building society accounts; in daily life, e.g. walk or cycle, saver tickets, mobile phone deals; clothes e.g. markets or charity shops, sales; entertainment, e.g. 2 for 1 offers, borrow DVDs from library; food, e.g. buy own brands, drink tap water, packed lunch

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to plan a personal budget	3.1	Present a personal budget for a month	<ul style="list-style-type: none"> □ <i>Budgeting</i>: income, e.g. from earnings, gifts, pocket money, interest on savings; expenditure, e.g. spending on essential needs, luxury items; keep ongoing records
		3.2	Identify ways savings can be made in a personal budget	

Information for tutors

Delivery

Tutors have the opportunity to use a wide range of active learning methods and to tailor them to the particular interests of learners. Relevant and meaningful tasks, which involve learners in discussion and debate, are motivating and contribute to the development of the skills needed to make positive choices and anticipate problems before they arise. However, it is particularly important to be aware of the needs of individuals and their social or cultural background as issues with money and personal finance may be sensitive for some learners. Developing ground rules with learners to encourage constructive discussion and the promotion of respect, courtesy and understanding is an effective way to avoid problems. Activities such as role play, case studies and analysis of videos/DVDs, are distancing techniques which enable sensitive discussion of money issues. Activities for the interactive whiteboard including quizzes and games, which learners can play alone, in pairs and in groups, provide effective depersonalised learning opportunities.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Introduction to unit and structure of the programme of learning and assessment.
Activity – learners devise a questionnaire to interview family members about payment methods they use and reasons for their choice. Feed back questionnaire results to whole group for discussion.
Activity – group activity – learners draw up table of advantages and disadvantages of each payment method.
Activity – paired research – which credit card offers the best deal? Present findings to whole group to compare results.
Activity – dramatisation of situations advising a friend about the best method to use to pay for different items.
Activity – paired work. Analysis of case studies. Did the individuals in each case study choose the best payment method?
Assessment – record ways to pay for different goods and services. (learning outcome 1).
Activity – tutor poses a hypothetical question. You have been given £5000. What would you do with the money? Tutor-led discussion to explore needs and wants and explore the concept of saving.
Activity – paired work – learners investigate the differences between needs, wants and demands through listing what they would need and want to survive on a desert island.

Topic and suggested assignments/activities

Activity – paired work – analysis of case studies to explore the impact of saving on individuals, e.g. a learner unable to find part-time work so she can afford to complete her course, learner needing funds to buy professional knives for a catering course. Tutor-led group discussion to consider the consequences for individuals in the case studies of borrowing money.

Activity – competition. Groups challenged to think up money saving tips in relation to the home, travelling, entertainment and clothing. Make posters to display in the school or college (cross-curricular link to sustainability).

Activity – investigate the cost of travel in the local area and how money could be saved, e.g. the cost of daily bus or train tickets compared with weekly, monthly or yearly travel passes, how often someone would need to travel in order to save money with the various passes.

Activity – list situations where money and/or resources are wasted as a result of poor financial decisions, e.g. someone buying more food than they can use and throwing some away. Feed back for whole-class discussion.

Activity – guest speaker from a financial organisation to discuss saving products.
Activity – individual research into savings products to identify a product to suit own needs.

Assessment – record reasons to save and methods of saving. (learning outcome 2).

Activity – tutor input. What documents do you need?

Activity – paired work using simulated finance documents, extract information about expenditure of individuals.

Activity – tutor demonstration of completing a budget sheet.

Activity – worksheet.

Activity – group work – budgeting challenge. Use case studies to plan the management of individuals' finances in order to meet their needs without incurring debt.

Activity – individual work – prepare own budget and identify savings.

Assessment – record personal budget and how savings can be made. (learning outcome 3).

Assessment feedback, review and evaluation of unit.

Assessment

Assessment criterion 1.1 requires learners to give clear details about how to pay for different goods and services. Appropriate payment methods for at least four different goods and services need to be given. Evidence may be provided in response to case studies.

For 2.1, learners must give at least four different reasons for saving.

Evidence for 1.1 and 2.1 could be produced through question and answer sessions with the tutor, with a signed witness statement, or through completion of a work sheet.

2.2 requires learners to consider ways in which savings can be made. To meet this criterion learners will need to include information about savings accounts and savings in daily life. Evidence may be produced in response to case studies.

For 3.1, learners must provide evidence of their own budget for a month to include all income and expenditure and the balance.

3.2 requires learners to give three ways in which they could make savings in their personal budget.

Suggested resources

Books

Guidance on financial capability in the secondary curriculum: Key Stage 3 and 4 (DCSF, 2008)

My Money PSHE Education Teacher Handbook (PFEG, 2009) via [TES.co.uk/teaching-resource/my-money-pshe-education-teacher-handbook-6089524](https://www.tes.co.uk/teaching-resource/my-money-pshe-education-teacher-handbook-6089524)

Other resources

The following resources can be found on the Nationwide Education website, www.nationwideeducation.co.uk/linkto/personal-finance1:

Fact Sheets:

- FB1-FB4: *Forms of Payment*
- FB6: *Financial Services*
- FB8: *Personal Finance Documents*
- FB9: *Budgeting*
- FB10: *Money Saving Tips*

Work Sheets:

- WA2: *Spending Money*
- WB1: *Forms of Payment*
- WB4: *Budgeting Activities*
- WB6: *Money Throughout our Lives*

Websites

www.creditaction.org.uk	National money education charity
www.islamic-banking.com	Institute of Islamic Banking and Insurance – information on the principles of Islamic finance
www.nationwideeducation.co.uk	Nationwide Education’s Financial Capability programmes for ages 4 to 18+ – free resources include interactive games, fact sheets, work sheets, glossary and extension activities
www.pfeg.org	Personal Finance Education Group – provides teaching resources

www.rbsmoneysense.co.uk

MoneySense Royal Bank of Scotland
resources to support young people aged 11-
18 in learning to manage their personal
finances

Unit 20:

Learning with Colleagues and Other Learners

Unit reference number: F/503/2840

Level: 1

Credit value: 2

Guided learning hours: 20

Unit aim

This unit looks at how the learner can learn effectively with their peers and other learners. Learners will be made aware of where learning can take place, how to record their progress in learning and that there are many different ways to learn.

Unit introduction

It is important that learners understand how to learn in an effective manner with others who are working or learning at the same level. This may be as part of a defined team working towards common objectives or in a group working on the same piece of work, or it may be working across teams of people at a similar level within an organisation. In this unit, learners will be introduced to ways in which they can work alongside their peers in a learning context. They will learn about the value of discussing their learning and aiming for learning goals. They will also come to the important understanding that people have different learning styles and, therefore, learn in different ways.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know of situations where learning can take place	1.1	Outline learning situations with co-workers	□ <i>Learning situations with others:</i> informal, e.g. small-group discussions, school or college classes, team building or development activities, day-to-day working with a team of people at the same level; formal learning situations, e.g. training courses, induction days
		1.2	Outline learning situations with other learners	□ <i>Learning situations with co-workers:</i> finding answers and solutions to tasks or problems through talking and working with co-workers, e.g. solving a problem by using ideas from several people, rather than just own ideas
2	Be able to interact with colleagues or other learners in a learning situation	2.1	Give opinions about an aspect of own learning	□ <i>Express opinions or feelings about an aspect of their learning:</i> e.g. likes and dislikes, how useful the presentation was
		2.2	Respond appropriately to others' opinions and feelings about an aspect of learning	□ <i>Respond appropriately to others' opinions and feelings about an aspect of learning:</i> e.g. letting people have their say, not interrupting, not responding rudely, being polite and tactful
		2.3	Give and receive feedback about own learning	□ <i>Give and receive feedback about their learning:</i> feedback to other learners on how useful learning was, what could be improved; receiving feedback from others about contributions and opinions, attitudes and behaviours, whether something was successful
3	Know that people have preferred individual learning styles	3.1	Identify own preferred method of learning	□ <i>Methods of learning:</i> observing others at work, asking questions, listening to instructions or information, finding out information or doing research, attending courses, classes or training, taking a qualification, doing a practical task
		3.2	Outline how this compares to how other people prefer to learn	

Learning outcomes		Assessment criteria		Unit amplification
4	Be able to record progress in learning	4.1	State own learning goal	□ <i>Setting person learning goals:</i> identifying a personal goal that they can work towards or that is relevant to their area of work or study
		4.2	Identify the progress made towards own identified learning goal	□ <i>Recording progress:</i> recording progress (i.e. what has been learned) informally or formally; recording progress by using a learning plan, as part of an appraisal and development process
		4.3	Outline what went well and what did not go so well in own learning	
		4.4	Create a new learning plan to achieve the next learning goal	

Information for tutors

Delivery

Group or individual discussions would provide opportunities for learners to discuss a situation in which they will learn with people who are working or learning at the same level as them. Examples could include situations where they learn alongside colleagues or classmates, or with people who have the same level of experience as them, for example people they come into contact with during training courses or on induction sessions. These would be people who the learner comes into contact with, although this may not necessarily be on a day-to-day basis.

Examples of appropriate situations for learning outcome 2 could include a training course, team-building activity or development session in which the learner's peers are also present. In expressing their opinions or feelings about their learning, learners could be encouraged to consider their likes and dislikes and how they feel about different learning situations. They could ask themselves questions such as 'Am I finding it difficult or easy to participate in the activity?' or 'Is this an easy or difficult skill to learn?'

In supporting learners to achieve learning outcome 3, tutors could encourage them to think about the way in which they learn: how do they learn best and what do they feel helps them to learn? For example, do they enjoy observing others and learning from experience or do they need a more formal structure like a training course? Do they learn best from written information or by talking to others?

Tutors could also make use of a group situation with learners discussing their individual preferred way of learning and comparing this with the others in the group. Learners could also go on to discuss the advantages and disadvantages of each learning method. Learners should understand the value of different ways of learning and that one learning method is not necessarily better than another. The emphasis is on finding out what suits the needs of individual learners.

Tutors would find it helpful to encourage learners to think about how they could record progress in their learning. Learners should be able to agree an identified learning goal with tutors/line managers that can be achieved in a learning situation with peers, such as colleagues or other learners, and discuss their progress towards this learning goal through a peer learning situation.

Assessment

Evidence for 1.1 and 1.2 could come from a group discussion that shows the individual learner's contribution, or an individual discussion with the tutor/line manager. This may take the form of a taped discussion, video evidence or other appropriate format. It may also be supported by written notes from the learner or the tutor/line manager. The learner must describe a situation in which they can learn with co-workers or other learners.

Evidence for 2.1 to 2.3 could come from either an observation of the learner by the tutor, line manager or other designated person or from written evidence. The learner needs to present the information appropriately and respond to others' views in an appropriate manner. The evidence could take the form of a witness statement, observation notes or a video of the learner's interaction with other co-workers or learners, along with supporting notes. If in a written format, evidence of the learner's communication should be provided (for example copies of emails, memos or letters), with a supporting commentary from the tutor/line manager, if appropriate.

The learner needs to respond appropriately to others' opinions and feelings, for example being polite and tactful, even if they don't agree with the opinion or feeling that was expressed. Learners should also be able to give feedback about their learning in an appropriate way. They could, for example, fill in feedback forms at a training course and provide helpful information about how to improve the course and what they found useful or not. The learner should be able to receive feedback (general or specific) from other learners or co-workers about a shared learning activity, for example whether or not the learning activity was a success, whether or not the learner made a positive contribution to the group, and whether or not the learner demonstrated to others that they understood and learned something.

Evidence for 3.1 and 3.2 could come from a group discussion that shows the individual learner's contribution, or an individual discussion with the tutor/line manager. This may take the form of a taped discussion, video evidence or other appropriate format. It may also be supported by written notes from the learner or the tutor/line manager. The learner needs to recognise their preferred method of learning and describe how this compares to those of others.

Evidence for 4.1, 4.2, 4.3 and 4.4 could come from a one-to-one discussion between the tutor/line manager and the learner, or from a small-group discussion in which the learner describes the progress they have made towards an identified goal. The learner should create a new learning plan to achieve the next learning goal. The tutor should give appropriate advice and guidance but the learner should create their own plan.

Suggested resources

Websites

www.lifecoachexpert.co.uk

Lifecoach Expert

www.mindtools.com

provides a toolkit for developing work-related skills

Unit 21: Career Progression

Unit reference number: F/503/2837

Level: 1

Credit value: 2

Guided learning hours: 20

Unit aim

The aim of this unit is for learners to understand the importance of career progression and develop the skills to plan short-term goals for their own career development based on self-assessment of skills, qualities and experience.

Unit introduction

Successful career progression requires planning, forethought and clear understanding of your own skills, experiences and circumstances. This unit aims to help learners develop an understanding of what is required of them in order to progress in a career that interests them. Learners will also become familiar with various types of career progression resources and guidance, and the various work or study options they offer. The unit provides an opportunity to consider the importance and benefits of career progression. Learners will also find out about the practicalities of planning a stage in their career development, such as goals and timelines.

Essential resources

Learners need access to a range of career-related resources such as websites and publications, tutors and careers advisers.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand career progression	1.1	Explain the importance of career progression for the individual	<ul style="list-style-type: none"> □ <i>Importance of career progression</i>: improved quality of life, personal fulfilment, job satisfaction, financial benefits, teaching or training others, inspiring or helping others, ongoing learning and development for self
		1.2	Describe the role of work and study in career progression	<ul style="list-style-type: none"> □ <i>How work and study help career progression</i>: potential for pay rise or improvement in employment prospects; could lead to new job role; gain promotion; work, e.g. improve skills, learn new skills, gain experience; study, e.g. gain qualifications, extend knowledge
2	Be able to assess skills and qualities for career progression	2.1	Outline personal skills, qualities and experience relevant to career progression	<ul style="list-style-type: none"> □ <i>Skills and qualities</i>: interests, formal and informal experience, training and qualifications, hobbies, personal strengths, qualities, abilities and talents □ <i>Skills and qualities relevant to career progression</i>: personal skills and qualities, e.g. self-motivation, flexibility, determination, goal setting; ability or desire to learn new skills and information
		2.2	Identify areas of work or study suited to own personal skills, qualities or experience	<ul style="list-style-type: none"> □ <i>Areas of work or study suited to personal skills, qualities or experience</i>: linking personal skills, competences, experience, qualities and interests to specific areas of work or study, e.g. experience in caring for young children or a disabled relative could lead to a career in personal or social care, interest in computers might suit enrolment in IT course, confidence in talking to people could fit a role in sales or retail

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to plan short-term goals for career progression	3.1	Identify sources for information and guidance for own career progression	<ul style="list-style-type: none"> Information and guidance related to career progression: information/guidance, e.g. college, school or community-based careers services, jobcentres, Learndirect, libraries, careers and jobs sections in local newspapers, magazines and websites, personal development and career development magazines and websites, work placements, progress files, vocational specialists websites such as Careers England, Careers Wales, Careers Scotland, Careers Ireland, Sector Skills Councils and a range of BBC links to <i>Blast</i>, <i>Go Get it</i>, <i>One Life — Your World: Work and Future</i>
		3.2	Identify career and course options from sources of information and guidance appropriate to own skills, qualities and experiences	
		3.3	Identify short-term goals that will help progress own career	<ul style="list-style-type: none"> Plan the next stage in their career progression: setting short-term goals; the role of self in career planning, e.g. mindset, personal behaviours and qualities; ensuring goals are appropriate; the role of others in career progression, e.g. family, friends, tutors, employers; realistic timelines; resources, e.g. financial support, childcare
		3.4	Identify a timeline for achieving the short-term career progression goals	
		3.5	Identify resources for achieving the short-term career progression goals	

Information for tutors

Delivery

Tutorial sessions could be a useful scenario for delivery of this unit. It could also be integrated into a vocational qualification or delivered in a work-based setting.

It would be helpful to make explicit to learners the skills associated with career progression, employability and the general concept of lifelong learning. Learners should understand that the term 'career progression' encompasses both work and study experience and opportunities. The idea of motivation (especially self-motivation) and its impact on learning and development should be featured in the learning programme. This is especially relevant for learning outcome 2 and 3. Tutors/line managers might find it helpful to direct learners to case studies, documentaries or articles about how successful people have been motivated to learn, develop and succeed in their particular field of study or occupation. Tips and sources of support for motivation — how to get motivated and stay motivated — could be explored.

Individual learners should be encouraged to present their career progression goals in a format that best suits their individual learning style or styles, as the emphasis is on producing a career progression plan that can be applied to the learner's own circumstances. Examples could include presentations, diagrams or posters.

Delivery of the unit could include both real and imagined scenarios relating to work, study and career development. 'Real' situations might include investigating the opportunities and processes for career progression in a particular workplace. This could form part of an induction programme or personal review process.

Learners may listen to visiting speakers or talk to relevant individuals currently working in a specific career in order to obtain useful information. Tutors/line managers could also arrange access to resources that promote a positive approach to learning and development.

Assessment

To meet 1.1, the learner needs to give two ways in which career progression can benefit individuals. For 1.2, the learner needs to briefly describe how work and study help career progression. These criteria may be evidenced through group discussions recorded by the tutor or line manager for verification purposes

For 2.1, the learner needs to include information about their personal skills, qualities and experience relevant to career progression. This need to include skills they have developed through their previous work or learning. This may be evidenced by the learner completing a simple self-assessment pro forma. Alternative methods of evidencing can be used, for example posters, charts or presentations.

For 2.2, the learner needs to use the information from 2.1 to consider two areas of work or study that may be suitable for them. This may be evidenced by a one-to-one tutorial or discussion recorded by the tutor/line manager for verification purposes.

For 3.1, the learner needs to identify at least three sources of information about job roles, study opportunities or career paths in a sector relevant to the choices made in 2.2. A range of resources may be provided for the learner, but the learner must identify the sources of information independently.

For 3.2, learners need to match the skills and qualifications needed for two possible career or course options to their own skills, qualities and experience.

For 3.3, 3.4 and 3.5, the learner needs to set at least three realistic short-term goals in the form of a basic development plan for the next stage in their career development, including a timeline and resources. The learner will receive guidance about what sort of goals would be appropriate for their circumstances through group discussions, discussions with a tutor or careers counsellor, or access to online and published career guidance resources. The learner must, however, be able to choose and express their career progression goals independently of others. The goals, timelines and resources associated with the plan should be confirmed by the learner's adviser/tutor/supervisor.

Suggested resources

Websites

www.apprenticeships.org.uk	Apprenticeship search website
http://jobsearchdirect.gov.uk	Advice on creating a CV, job profile
www.cascaid.co.uk	Careers guidance software maker
www.gov.uk/volunteering	Advice on finding a volunteer placement
www.gapyear.com	Year-out planning
www.volunteering.org.uk/	Advice on volunteering
www.work-experience.org/ncwe.rd/index.jsp	National Council for Work Experience

Unit 22: Self-Management Skills

Unit reference number: T/503/2835

Level: 1

Credit value: 2

Guided learning hours: 20

Unit aim

The aim of this unit is for learners to understand the importance of self-management for employees and to develop time management skills for work.

Unit introduction

Employees need to be able to manage themselves appropriately in order to stay safe and healthy at work and to make a positive contribution to the workplace. This unit focuses on the importance for employees of being able to manage themselves in the workplace.

Learners are asked to demonstrate time management skills and carry out an evaluation of their performance. Areas in which learners will find out more about the importance of self-management include prioritising time and tasks during the working day, being mindful of daily objectives at work and taking breaks at appropriate times.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand self-management for work	1.1	Outline reasons for self-management in the workplace	<ul style="list-style-type: none"> □ <i>Self-management in the workplace:</i> reasons, e.g. contributing to own health and wellbeing build self-esteem and confidence, better working relationships with peers and other colleagues, appreciated more by others, can perform work more comfortably and easily
		1.2	Identify areas which need time management in the workplace	<ul style="list-style-type: none"> □ <i>Areas which require time management:</i> e.g. daily tasks and activities, weekly tasks and activities, longer-term tasks and activities, lunchbreaks and teabreaks, starting and ending tasks, working individually on a task or activity, working with others on a task or activity
		1.3	Explain reasons for taking breaks during the working day	<ul style="list-style-type: none"> □ <i>Reasons for taking breaks:</i> benefits of regular breaks, e.g. enhances personal health and wellbeing, able to do job more effectively, improves concentration, accidents less likely; opportunity to speak informally to other colleagues during a teabreak or lunchbreak
2	Be able to demonstrate time management skills for work	2.1	Carry out tasks and activities in an appropriate prioritised order	<ul style="list-style-type: none"> □ <i>Time management and taking breaks:</i> planning time for tasks and activities, e.g. prioritising most important activities and allocating an appropriate amount of time to do them; understanding that tasks and activities should be prioritised according to given daily objectives; allow time for taking breaks, e.g. lunchbreak, teabreaks, breaks for health and wellbeing purposes
		2.2	Carry out tasks and activities to achieve agreed objectives for a working day	
		2.3	Take breaks during the working day	

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to assess own time management skills	3.1	Outline aspects of time management which went well when carrying out the tasks and activities for the working day	<ul style="list-style-type: none"> □ <i>Review of performance</i>: deciding whether or not effective time management skills were demonstrated during the working day; talking about what went well and what did not go so well, e.g. remembered to take regular breaks from looking at the computer screen, but forgot to check time during lunchbreak so returned late to desk
		3.2	Outline aspects of time management which were less successful	

Information for tutors

Delivery

This unit may be delivered in the workplace, in the context of a work placement or volunteering commitment, or in a simulated situation in a school or college. It is expected that the self-management skills listed are those which need to be demonstrated by learners within an educational context as well as by employees, therefore learners will likely already be aware of a range of self-management skills in a general context.

Tutors/line managers could use copies of organisational procedures for different types of organisation as appropriate, for example school or college organisational procedures for staff and/or learners relating to self-management (or if in the workplace, copies of the procedures for that workplace). Relevant training or developmental courses or exercises relating to self-management (for example time management, 'mock' work tasks and 'in-tray exercises', health and safety, personal management) are also useful resources.

Learning outcome 1 could be delivered through group discussion or through discussion between the learner and their line manager or another appropriate person familiar to the learner. Tutors/line managers could give the group or individual learner with prompts and facilitate the discussion to help learners understand the importance of managing themselves and to start to think about the benefits of doing this. Learners could create a poster or leaflet to show their competence in achieving learning outcome 1. Learners should be encouraged to understand how they contribute to their own health and wellbeing in managing their time effectively, and why it is important that they look after themselves.

Tutors may wish to use organisational procedures and health and safety policies as a background to show learners the types of responsibilities employees have for their health and wellbeing and also the general ways in which the workplace can support employees in this.

Learning outcome 2 could be delivered in a variety of ways. If in a work situation, learners could carry out their normal daily activities while being observed by their supervisor, line manager or another responsible person. In a simulated situation, learners could be given (or agree with their tutor) a scenario for the workplace which enables them to demonstrate self-management skills. Tutors may wish to spend time with learners in preparation for the demonstration, for example carrying out a simulated activity in which the tutor, supervisor, line manager or other observer provides help or support to the learner by pointing out, for example, health and safety issues that the learner may have missed. They may also wish to discuss and agree the activities which the learner will demonstrate, in advance of the demonstration.

Learners must be comfortable with the expectations of the demonstration and the way in which they will be assessed, for example if it is an observation, then they should be comfortable with the presence of an observer who may not necessarily offer advice and support during the assessment.

Learning outcome 3 could be delivered through a one-to-one discussion between the tutor or line manager and the learner. Learners and tutors/line managers would discuss how the learner did in their demonstration and learners would be able to discuss what they felt went well.

Assessment

For 1.1, the learner needs to give two reasons why employees need to manage themselves in the workplace.

For 1.2 and 1.3, the learner must identify at least two self-management skills related to time management. They should also be able to describe why taking appropriate breaks is important. The learner should be able to set their self-management skills clearly in a work-related context. Evidence to support this can be either in a written format, for example records of group or individual discussion (written by the tutor or learner with sign-off from the tutor) or video/audio recording.

For 2.1, 2.2 and 2.3, the learner must demonstrate self-management skills within the workplace. The focus is on time management as mentioned above and may be carried out as part of a real working day or as a simulated activity. The learner must be able to demonstrate that they can carry out more than one activity (for example, managing a list of tasks and taking a break for health and safety reasons). The learner should show how they prioritise their tasks and activities to achieve agreed daily objectives. These daily objectives should be agreed in advance of the demonstration. The learner should also demonstrate how to take appropriate breaks during their working day. The learner must be able to demonstrate that they understand what they are doing, although tutors and others may support and prompt them.

The demonstration should be observed either by the tutor or another person designated to assess the learner (for example a line manager or supervisor). The observation should form the basis of a discussion with the learner about their performance for 2.1, 2.2 and 2.3. This observation can take the form of a written statement by the tutor or line manager (which would support good practice for appraisal and review in the workplace), or a video with supporting commentary or statement from the tutor or line manager.

For 3.1 and 3.2, the learner must carry out a review of their performance in which they identify at least one aspect that went well (for example being able to meet all their daily objectives) and one aspect that did not go so well (for example not planning in any time for reading emails first thing in the morning). It is appropriate for the tutor, line manager or a colleague to offer constructive criticism and for learners to include this feedback in their review of performance (if they accept it). However, the learner's self-evaluation should represent their own views on their performance and should be recorded independently.

Evidence to support 3.1 and 3.2 can be either written, for example through written statements from the learner on the review of their performance and/or supporting statements from the tutor, line manager or other person involved in the discussion and review, or presented through a video or taped discussion.

Written statements by the learner do not have to be lengthy and can be discussed and agreed with the tutor/line manager in advance.

Suggested resources

Websites

www.lifecoachexpert.co.uk

www.monster.co.uk

www.worksmart.org.uk/career

Lifecoach Expert

Advice on creating CV, job searches

Advice on finding a job, progressing career

Unit 23: Working in a Team

Unit reference number: R/503/2843

Level: 1

Credit value: 3

Guided learning hours: 30

Unit aim

This unit looks at how learners can be effective members of a team. Learners will identify the skills, roles and responsibilities needed to complete the team task and match their skills accordingly. They will take part in team tasks and review their contribution.

Unit introduction

Since very few people work in complete isolation in the workplace, most employers seek employees who are able to work effectively with others in a team or group setting. An effective team depends on the cooperation and skills of all team members.

This unit helps learners to understand how they can contribute to the success of a team, based on an understanding of their own strengths, skills and experiences, as well as the nature of the task at hand.

Additionally, learners will develop an understanding of the key behaviours and attitudes required in order to communicate and cooperate with others in a team. They will also learn about the roles and responsibilities of all team members by completing a team task. Learners will consider their effectiveness as team members and identify areas for improvement.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know that effective teamwork requires team members to behave in certain ways	1.1	Outline positive behaviours necessary for teamwork	<ul style="list-style-type: none"> □ <i>Behaviours for effective teamwork</i>: encouraging, considerate, ability to listen, respectful, tolerant, patient, flexible, loyal, ability to accept constructive criticism, able to motivate others
2	Know how to contribute to a team task	2.1	Outline own strengths, skills and experiences that might be relevant to team task	<ul style="list-style-type: none"> □ <i>Strengths, skills and experiences</i>: organising skills; practical skills, e.g. computer literate, photography skills; previous experiences, e.g. experience of planning an event; communication skills, e.g. multi-lingual, skilled writer; interpersonal skills, e.g. good listener, confident, punctual, reliable, patient
		2.2	Identify team skills needed to complete team task	<ul style="list-style-type: none"> □ <i>Aspects of a task they could do well, based on identified strengths, skills and experience</i>: e.g. good spelling and language skills suited to task of proofreading written work produced by team, organising skills suited to drawing up timeline for completion of the team project
		2.3	Outline how own strengths and skills could match the needs of the team task	
3	Know the roles and responsibilities of team members (including their own) in relation to a given task	3.1	Identify what the task is about and what the team is working to achieve	<ul style="list-style-type: none"> □ <i>What team is working to achieve</i>: aim or aims of the team's task, assignment or project; goals, deadlines, timelines; particular quality or standard of work required
		3.2	Identify own role and responsibilities and those of others in the team	<ul style="list-style-type: none"> □ <i>Responsibilities within the team</i>: own individual roles and responsibilities agreed with whole team; individual roles and responsibilities of other team members

Learning outcomes		Assessment criteria		Unit amplification
		3.3	Outline how own role contributes to the work of the team as a whole	<ul style="list-style-type: none"> □ <i>Contribution of own role to work of whole team</i>: how own role affects roles of others in the team; how own role affects overall team success
4	Be able to work positively as a member of a team	4.1	Give examples of listening to the ideas and suggestions of others	<ul style="list-style-type: none"> □ <i>Listen to the ideas and suggestions of others</i>: paying attention to and showing respect for the advice, ideas, suggestions or opinions put forward by others, e.g. by not interrupting, asking questions to clarify what was said
		4.2	Give ideas and suggestions as to how the team might complete their task	<ul style="list-style-type: none"> □ <i>Give ideas and suggestions as to how the team might complete their task</i>: participating in group discussions, problem-solving or 'thoughtshower' sessions, finding out information and reporting back to the group
		4.3	Give examples of offering help or support to other team members	<ul style="list-style-type: none"> □ <i>Offer help to other team members</i>: e.g. offer to help other team members complete their task, volunteer to take on the task of a team member who is absent
		4.4	Give examples of accepting the help or advice of others	<ul style="list-style-type: none"> □ <i>Accept help or advice from other team members</i>: try out ideas or suggestions put forward by others; listen respectfully to advice from another team member; accept help from other team members in order to get individual task finished on time
		4.5	Complete the aspects of the allocated task, in line with the brief	<ul style="list-style-type: none"> □ <i>Complete own task in line with the given brief</i>: complete task to required standard and within stipulated timeframe
5	Be able to review own performance as a member of a team	5.1	Identify which positive teamworking behaviours were demonstrated by self in undertaking the task	<ul style="list-style-type: none"> □ <i>Positive teamworking behaviours demonstrated</i>: listened to opinions of others, responded politely to questions, satisfactorily completed the individual task assigned to them, helped others carry out their tasks or responsibilities, offered suggestions as to how the team's goals could be achieved, accepted advice from others, learner's own contribution contributed to success of whole task

Learning outcomes		Assessment criteria		Unit amplification
		5.2	Identify own teamworking skills that could be improved	<ul style="list-style-type: none"> □ <i>Identify teamworking skills that could be improved:</i> be more patient with other team members, don't interrupt when others are making suggestions, pay more attention to timings allocated for completion of own individual task

Information for tutors

Delivery

The emphasis in this unit is on developing the learner's knowledge and understanding of teamwork through a practical teamworking task.

In order to understand the positive behaviours necessary for effective teamwork in learning outcome 1, it would be useful for learners to compare two different teamworking scenarios. This could be done in small groups. A question-and-answer session could determine the positive behaviours. Key words could be collated on a board or flipchart. Teams could work to design a poster or presentation which identifies positive behaviour. The posters or presentations could be displayed in the class or working area for learners to refer to during the rest of the unit. Alternatively, line managers could discuss with individual learners their impressions of different teamworking scenarios within the workplace. Learners could obtain input from colleagues regarding their ideas on positive behaviours required for teamwork.

Learning outcomes 2, 3, 4 and 5 require the identification of team and individual tasks which would enable the participation of all group members. Learners could be involved in selecting the group task. Teams could be made up of around 4-7 people. In teams, learners could discuss possibilities for tasks and then report back to the rest of the group. Learners could develop a whole-group discussion to decide which tasks are manageable, achievable and match the skills and interests of the team members in 'What if?' scenarios.

For learning outcome 2, learners could make a list of their own strengths, skills and experiences and match them to individual tasks in the chosen group task.

For learning outcome 3, learners could work with team members for the group task to develop a mind map or flow chart-type diagram, using prompts and question-and-answer sessions until a picture of the whole task and the individual roles and responsibilities of each member is complete. Learners could present their ideas about how their own role contributes to the work of the team to the rest of the group.

Learners need to implement the agreed team task for learning outcome 4. They could work in groups to devise a checklist to log their involvement in the task.

Learners should be encouraged to analyse their own performance in the team task for learning outcome 5, using evidence from their checklist. Individual learners should concentrate on their behaviour and skills as a member of the team rather than how well the outcome was achieved. Ways for learners to develop teamworking skills could be explored through tutorials, small-group discussions or discussions with a line manager or supervisor.

Assessment

For 1.1, the learner must outline at least two different positive behaviours that are needed for teamwork to be effective. This information could be evidenced in a number of different ways, for example a leaflet, presentation or poster.

For 2.1, 2.2, and 2.3 the learner need to refer to the identified group task when identifying their strengths, skills and experiences and how these may help them complete aspects of the task. A chart could be suitable evidence for these criteria.

The learner needs to make the link between their strengths, skills and experiences and the group task. Alternative methods of evidencing learning may be used.

The evidence required for 3.1, 3.2 and 3.3 could be combined into one task. The information could be evidenced in a number of ways, such as PowerPoint slides, a poster or through one-to-one discussion with the tutor or line manager. The learner needs to refer to the chosen task and identify what the task is about and its intended outcome, and the role and responsibilities of all members of the team for 3.1 and 3.2.

For 3.3, the learner needs to outline at least two reasons why their own role is necessary for the successful completion of the group task.

The evidence required for 4.1, 4.2, 4.3, 4.4 and 4.5 may be provided in a logbook completed by the learner during the task. The logbook may take a variety of formats, depending on the needs of individual learners. The logbook needs to be verified by the tutor/line manager. Alternative methods of evidencing may be used, for example a witness statement or observation.

For 5.1, the learner needs to identify details about which positive teamworking behaviours (identified in 1.1) they demonstrated during the completion of the task. Giving two ways of improving their teamworking skills would provide the evidence for 5.2. Both these criteria could be assessed through one-to-one discussion with the tutor/line manager. Responses should be recorded for verification purposes.

Suggested resources

Websites

www.lifecoachexpert.co.uk	Lifecoach Expert
www.projectsmart.co.uk/team-building.html	Advice on team building
www.worksmart.org.uk/career	Advice on progressing career

Unit 24:

Carrying out an Individual Project

Unit reference number: K/504/9146

Level: 1

Credit value: 3

Guided learning hours: 30

Unit aim

The aim of this unit is for learners to identify, research and discuss a project area related to their chosen vocational sector, compiling all their findings into a report.

Unit introduction

This unit is about learners investigating an area that they are interested in, related to their chosen vocational sector. It is expected that learners will choose an aspect of the sectors to research. They will be given the opportunity to choose their own focus for the project and then undertake the research needed to put together a report on this topic.

Learners will be able to choose from a range of topics within their chosen vocational area. They will then be shown how to set aims for the project, so that they can really focus on relevant and interesting ideas. Learners will then be able to undertake relevant research, accessing a range of information sources that will give them information about the project area.

Once learners have gathered together their research they will be shown how to relate all of this to the project aims they set themselves and how to compile their work into a report, including all of the relevant sections.

This is a practical unit that is led by the learner and their interests. It allows them to develop skills that are essential for working in many sectors, including time management, self-discipline in keeping to deadlines that they set themselves and independent enquiry through the undertaking of research.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to select an appropriate project topic	1.1	Produce a proposal for a project related to chosen vocational area	<ul style="list-style-type: none"> □ <i>Identification of project topic</i>: investigation into ideas for project, methods of ensuring that project is viable including availability of information and secondary research, methods of rejecting invalid project ideas; ideas for project, e.g. access to leisure centres for people with mobility difficulties, day care provision for young children, analysis of menus in care homes for the elderly, access to public transport for people who use a wheelchair, social activities for people with hearing impairment, local access to national health service dentists, local provision for pre-school care and education, local play facilities for children, venues for outings for children, toys to encourage learning, prevention of obesity in children, dental health, breast feeding versus formula feeding, cost of equipment for a new baby
		1.2	Set aims for the project	<ul style="list-style-type: none"> □ <i>Setting aims</i>: identifying appropriate and achievable aims, ensuring aims are realistic, positive and negative examples of aims, SMART goal setting
2	Be able to investigate the project area	2.1	Plan the project using appropriate methods of research	<ul style="list-style-type: none"> □ <i>Project planning</i>: scheduling actions to achieve project; time-management skills, planning time for tasks and activities including prioritising the most important activities and allocating an appropriate amount of time to do them; understanding that tasks and activities should be prioritised according to given daily objectives
		2.2	Carry out research into the project area	<ul style="list-style-type: none"> □ <i>Carrying out research</i>: methods of secondary research available, i.e. books, journals, reports, web-based research; methods used to ensure that the research is valid and appropriate to the project aim; primary research and methods that can be used including questionnaires, interviews and surveys; aspects to be considered if undertaking primary research, i.e. confidentiality and appropriate behaviour

Learning outcomes		Assessment criteria		Unit amplification
				<ul style="list-style-type: none"> □ <i>Guidelines in structuring a report:</i> relevant sections of a report including title page, acknowledgements, abstract, methodology, findings, discussion and bibliography; use of pictures and graphs in a report; methods used to ensure aims are clearly met, importance of proof reading a report
3	Be able to produce a project report	3.1	Present a project report including: <ul style="list-style-type: none"> □ introduction □ aims □ findings □ discussion □ conclusion 	<ul style="list-style-type: none"> □ <i>Guidelines in structuring a report:</i> relevant sections of a report including title page, acknowledgements, abstract, methodology, findings, discussion and bibliography; use of pictures and graphs in a report; methods used to ensure aims are clearly met, importance of proof reading a report

Delivery

This unit enables learners to integrate and apply knowledge from many other units across the specification. It is important that the research topic is of personal interest to the learner and that the learner possesses or acquires a knowledge and understanding of the topic and related areas.

Although a major part of the delivery focuses on the learner practically conducting their research project, the unit must be supported by theoretical input from the tutor. Learners must understand concepts related to the research proposal and design as well as research skills, techniques and methodologies before they can consider, explore and produce a valid research proposal. At the research proposal stage, the tutor may, if necessary, provide support to help shape the proposal and provide direction to the learner to ensure an original and valid research proposal is presented. A PowerPoint development of a poster or a video could be used as more creative methods of presenting their report.

The research proposal will require learners to adopt an investigative approach and will include a statement of the area of research and background factors related to it. Tutors should direct learners to consider at this stage: 'Why is the proposed project worthwhile? Who would the results be useful to? What does the literature say? What would the project contribute to the chosen vocational area? If support from the tutor is required at the research proposal stage, it must be provided in order to ensure the proposal and design are valid. Once the area to be investigated has been established by the learner and agreed with the tutor, the learner may commence their full research proposal. The learner will then be able to move onto their research project independently, or with support.

Possible research project titles include:

- local daycare provision for young children
- meeting nutritional needs of the elderly
- access to public transport or public buildings for people with mobility difficulties
- play facilities for children
- suitable outings for children
- toys to encourage learning
- preventing obesity in children.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Introduction to unit and programme of learning.
Tutor-led discussion on how to select appropriate topics for a project in the chosen vocational area. Learners undertake investigation into possible project areas. Learners draft aims for the chosen project.
Learners prepare a project plan to ensure the project is completed. Learners investigate research methods available. Learners undertake appropriate research into the project. Learners examine the research and consider how to discuss this within their project.
Learners identify the sections required in a project report. Assessment: series of one-to-one meetings with tutor to discuss proposal and set aims, plan project and carry out research. Learners produce reports with sections indicated in assessment criterion 3.1 (learning outcomes 1, 2 and 3). Review own performance and their completed project.
Assessment debrief and feedback.

Assessment

To achieve criteria 1.1 and 1.2, the learner must produce and set aims for a proposal for a project related to the chosen vocational area, in this case creative arts and media. In order to do this successfully, learners may or may not require support from the tutor. The amount of support that they require should not influence their success. The aims of the project should be clearly stated and should originate from the learner.

For criteria 2.1 and 2.2, learners need to plan and carry out the research as detailed in their research project. They should be given the opportunity to carry out this research, and will require access to the necessary resources.

Criterion 3.1 requires learners to gather information from their research and compile this into the report as described in the unit and the assessment criteria. It is important that learners produce a report that clearly introduces the project, showing how and why the aims have been set. The findings of the research will then be included in the report along with a discussion as to what learners have found out about the area they have researched. The final section of the report will define how the research has met the aims that learners have set for themselves.

Learners may require support in the setting of the aims and the compilation of the report, which is appropriate for the tutor to provide.

Suggested resources

Books

Roots J, Tann L and Winter L — *BTEC Entry 3/Level 1 Health and Social Care Student Book* (Pearson, 2010) ISBN 9781846909191

Other

Roots J, Tann L and Winter L — *BTEC Entry 3/Level 1 Health and Social Care Teaching Book and Resource Disk* (Pearson, 2010) ISBN 9781846909368

Websites

www.gov.uk/government/organisations/department-of-health	Department of Health
www.gov.uk	Source of advice on public services
www.skillsforcare.org.uk	Skills for Care and Development - the Sector Skills Council for the social care sector – advice for those working in the social care sector
www.skillsforhealth.org.uk	Skills for Health - the Sector Skills Council for the health sector - advice for those working in the health-care sector

Unit 25: Career Progression

Unit reference number: J/503/2869

Level: 2

Credit value: 2

Guided learning hours: 20

Unit aim

The aim of this unit is for learners to develop the understanding and skills to develop a plan to progress their career based on assessment of their own qualities, skills and experience.

Unit introduction

In this unit, learners will develop an understanding of the connection between their own skills, experience and aspirations and possible career opportunities, so that they are able to take a proactive approach to career progression. Learners will locate potential opportunities, information and resources and evaluate them in terms of relevance to their career progression. They will explore the ongoing nature of career development and also develop a career progression plan.

Essential resources

Learners need access to a range of career-related resources such as websites, publications, tutors and careers advisers.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand career progression	1.1	Explain the career benefits of work or study opportunities	<ul style="list-style-type: none"> □ <i>Benefits of different work or study opportunities:</i> various forms of work and study opportunities, e.g. part-time studies or courses, courses or studies subsidised or paid for by an employer, full-time studies/course, online courses, promotional opportunities at work, training and personal development opportunities, work shadowing and cross-company projects; benefits of work or study opportunities, e.g. learn new skills, gain a qualification, improve status or reputation, fit in with lifestyle, fit in with schedule, fit in with childcare responsibilities, potential for pay rise or improvement in employment prospects
		1.2	Explain how one job role or stage of career development may lead to another	<ul style="list-style-type: none"> □ <i>Stages in career development:</i> ongoing nature of career progression, building skills and knowledge as an ongoing process, moving up through organisational structure, increasing understanding of a task or skill from basic to more advanced level, learning new skill could lead to new job role, taking on new responsibilities voluntarily could lead to paid promotion
2	Be able to review skills, qualities and experience for career progression	2.1	Describe own skills, qualities and experience	<ul style="list-style-type: none"> □ <i>Personal skills, qualities and experience:</i> interests, work, study and other experience, personal strengths, learned and natural talents, skills and personality
		2.2	Explain how own personal qualities, skills and experience apply to areas of work or learning	<ul style="list-style-type: none"> □ <i>Suitability of qualities, skills and experience to areas of work or learning:</i> e.g. preference for learning in a group situation would suit enrolling on course at college rather than doing an online course from home, physical fitness and strength could suit work on a construction site rather than a desk-based job, experience in caring for a child with disabilities would suit role as a helper at school for children with disabilities rather than working at a call centre

Learning outcomes		Assessment criteria		Unit amplification
		2.3	Identify area of work or learning for own career progression	
3	Be able to plan career progression	3.1	Be able to plan career progression	<ul style="list-style-type: none"> Information and guidance related to career progression: e.g. college, school or community-based careers services, career advisers, job centres, Learndirect, libraries, <i>Careers and Jobs</i> sections in local newspapers and magazines, personal development and career development magazines and websites, industry magazines, websites or publications, employment and careers websites, HR professionals, work placement; using relevant source depending on type of information sought, e.g. Learndirect useful for learners wanting to undertake online courses, local newspapers useful for finding jobs in local area; deciding whether job information or course information is relevant, e.g. part-time course in business enterprise for employed person intending to set up their own business, job-share role for parent wishing to combine a job with childcare responsibilities, voluntary work at local charity shop for a person planning to progress to paid work in the retail sector Relating information to skills, qualities, experience and career aspirations: comparing qualities required to self-assessment; level of experience required; skills required, e.g. qualifications, practical skills; identifying next steps for career planning
		3.2	Explain how information for career progression relates to own skills, qualities, experience and career aspirations	
		3.3	Produce a career progression plan, including information that relates to own skills, experience and career aspirations	
		3.4	Explain the timeline for the career plan	

Learning outcomes		Assessment criteria	Unit amplification
		3.5	Identify resources needed to support the career progression plan
		3.6	Explain how the career progression plan will be reviewed <ul style="list-style-type: none"> □ <i>Reviewing career progression plan</i>: deciding appropriate time(s) to review career progression plan; revising original career progression plan if necessary; using feedback and guidance from appropriate sources in reviewing career progression plan, e.g. tutor, teacher, employer, people in similar careers, career adviser, family, friends

Information for tutors

Delivery

Tutorial sessions would be a useful method to deliver this unit. It could also be integrated into a vocational qualification or delivered in a work-based setting.

Learners should be encouraged to view their learning as the beginning of a lifetime of learning.

It would help to focus delivery of the unit on the learner exploring their own skills, qualities and experience, and how they link to career progression. Tutors could discuss the importance of having aspirations and goals and the role played by factors such as a positive self-image and attitude, adaptability and the ability to cope with change.

The opportunity to draw on real-life scenarios is inherent in each learning outcome.

Learners could undertake investigation of their skills and qualities through the use of paper or electronic self-assessment tools. It would be helpful to use a range of exercises or activities that enable learners to analyse their strengths, weaknesses, attitudes, qualities, for example worksheets, team activities and basic personality profile tools. In group discussions, learners could consider the importance of personal skills and qualities that enable career progression, for example motivation, determination, flexibility and the desire/ability to learn new skills.

Strengths and skills gaps should be identified so that individuals may become aware of their development needs and recognise the advantage of relevant work or study opportunities. It is important that learners review their interests, aptitudes and ambitions for the future.

The use of presentations, interviews, case studies, visiting speakers and online careers resources that promote a positive approach to career progression are recommended. Learners could consult a wide variety of resources such as the internet, local and national publications, careers advisers, job centres and people from the world of work.

Assessment

For 1.1, the learner needs to explain how two different work or study opportunities benefit career progression. Evidence for this could be based on career progression using examples from real organisations or individuals. Alternatively, the learner could explain career progression using an imagined career profile.

To meet 1.2, the learner will need to outline how one stated job role or career stage can help progression to the next stage of a career.

For 2.1, the learner needs to analyse their previous work or learning in terms of their personal skills and qualities. This can be achieved through the use of paper or electronic self-assessment tools.

For 2.2, the learner needs to give three reasons why their own qualities, experience and skills, analysed in 2.1, are suited to two areas of work or learning. The learner can be given guidance by the tutor/line manager in selecting the areas of work or learning to discuss but must show independence in putting forward the three reasons required for 2.2.

For 2.3, the learner needs to identify an area of work or learning for their own career progression.

For 3.1, the learner must include information relevant to career progression in a stated area of work or learning from three different sources. This can include leaflets, downloads from websites, articles from publications or evidence from interviews with career advisers.

3.2 requires the learner to consider how they will use the information gathered for 3.1 to plan their own career progression, linking the information to personal skills, qualities, experience and ambitions. The learner will need to understand the skills and qualifications needed for their preferred career path.

For the career progression plan in 3.3, the tutor/line manager could suggest a number of possible models for the learner to consider. The learner must, however, select a method of presenting their career progression plan independently. The learner should produce a career progression plan in a format that reflects their preferred style of learning, as the emphasis is on producing a career progression plan that can be applied practically in the learner's own situation. Where the learner is in employment, it may be appropriate to use relevant career planning documents from their workplace. Where the learner does not have access to the workplace, appropriate examples of documents from the college, school or place of learning could be used. The career progression plan should include information collected for 3.2, in order to demonstrate how the plan relates to the learner's own skills, qualities, experience and career aspirations.

To meet 3.4, the learner needs to explain how the timeline in the career plan is realistic and, for 3.5, include information about resources they need to support their career progression plan, for example 'I need to complete the course part time over two years as I will need to have a job during the course'.

For 3.6, the learner needs to include information about two ways in which they could review their career progression plan.

The goals and timeline in the career progression plan should be confirmed by a tutor, line manager or other appropriate person. The plan should include basic suggestions on how the progress and appropriateness of the plan could be reviewed on an ongoing basis.

Suggested resources

Websites

www.gov.uk/browse/education

Advice on apprenticeships and training

www.learndirect.co.uk

Skills training services

www.monster.co.uk

Advice on career progression

Unit 26: **Working in a Team**

Unit reference number: Y/503/2875

Level: 2

Credit value: 3

Guided learning hours: 30

Unit aim

This unit gives learners the skills and knowledge to recognise the strengths and weaknesses of team members, work as part of a team and assess the effectiveness of the team.

Unit introduction

Teamworking skills are extremely valuable in the workplace and are also transferable to other areas of life. In this unit, learners will consider the advantages of teamwork and why team members need varied skills and strengths to complete tasks successfully. Learners will gain knowledge of how to work positively as a team member by contributing to a team task. Additionally, learners will develop an understanding of how to reflect on their own and the team's effectiveness in completing the task. Learners will consider their individual contribution to the team's performance and areas where the team could improve their teamworking skills.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand the advantages and disadvantages of having a team complete a task	1.1	Assess advantages of having a team complete a task	<ul style="list-style-type: none"> □ <i>Advantages of teamwork:</i> employee/learner strengths and weakness can be balanced; team members motivate/encourage/support each other; skills of all members are used; responsibility is shared; team members feel a sense of belonging; individuals feel valued
		1.2	Assess disadvantages of having a team complete a task	<ul style="list-style-type: none"> □ <i>Disadvantages of teamwork:</i> needs careful planning; takes time to plan and set up; needs agreement or cooperation of all members; task can be better completed by one person; task may require directing by a leader
2	Understand the need for a team to work to an agreed code of conduct	2.1	Create a code of conduct for effective teamwork	<ul style="list-style-type: none"> □ <i>Code of conduct for teamwork:</i> e.g. every member should contribute; listen to views of all team members; value contributions of others; accept constructive criticism; consult with other team members; make decisions as a group; follow group decisions; carry out agreed responsibilities
		2.2	Explain likely consequences of team members not following a code of conduct	<ul style="list-style-type: none"> □ <i>Consequences of team members not following code of conduct:</i> team task not completed on time, team task not completed correctly or to appropriate standard, conflict between team members, confusion about individual tasks and responsibilities, team members feel let down, team members feel reluctant or anxious about working or learning with other team members in future

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to recognise the different strengths, skills and experiences different people bring to a team	3.1	Assess own strengths, skills and experiences, as relevant to a task being undertaken by a team	<ul style="list-style-type: none"> □ <i>Teamwork skills, strengths and experiences:</i> practical skills, e.g. ability to cook, paint, use a computer, good with numbers and money; interpersonal skills, e.g. patient, friendly, enthusiastic, loyal; communication skills, e.g. confident speaker, good listener; motivational skills, e.g. good at encouraging or helping others, organisational skills
		3.2	Assess relevant strengths, skills and experiences that other members bring to a particular team	
4	Be able to allocate roles and responsibilities within the team in relation to a given task	4.1	Agree with other team members the roles and responsibilities of each member of the team	<ul style="list-style-type: none"> □ <i>Agree roles and responsibilities:</i> on the basis of objectives of team task; timescale/deadline for completion; awareness of skills and strengths of all team members; matching skills and strengths of team members to individual tasks, e.g. confident speaker suited to leading verbal presentation, experience in using internet suited to searching for information online
		4.2	Describe how each role contributes to the team's objectives and the completion of the team task	
5	Be able to work positively as a member of a team	5.1	Identify relevant ideas and suggestions from others that will enable the team to complete the task	<ul style="list-style-type: none"> □ <i>Respect ideas and suggestions of others:</i> listen politely to ideas and suggestions of others, don't interrupt someone who is explaining their idea or suggestion, thank other team members for their ideas or suggestions
		5.2	Devise a team plan to solve a problem when working with others	<ul style="list-style-type: none"> □ <i>Team task plan:</i> including activities, ways to speed up time needed to achieve task, ways to improve quality of the item the team is making, division of labour, timelines, expected outcomes
		5.3	Make a contribution to a team by sharing skills and knowledge	

Learning outcomes		Assessment criteria		Unit amplification
		5.4	Offer help, support or advice to team members when appropriate	<ul style="list-style-type: none"> □ <i>Give help, support or advice to others:</i> offer to help team member who is having difficulty carrying out their task, suggest a better way of doing something, agree to take on an extra task whilst fellow team member is absent
		5.5	Respond positively to advice and constructive criticism	<ul style="list-style-type: none"> □ <i>Respond positively to advice or constructive criticism:</i> value of the advice or constructive criticism from others, e.g. creates awareness of personal strengths and weaknesses, creates awareness of quality of work and areas for improvement; maintain positive atmosphere and relationships in the team by responding appropriately to advice or constructive criticism, e.g. listen to the advice offered, don't interrupt the person who is speaking, avoid inappropriate language such as sarcasm, offensive remarks
		5.6	Follow a plan to complete a task or activity on time	<ul style="list-style-type: none"> □ <i>Complete own task successfully and on time:</i> carry out own task to appropriate standard within agreed timescale, e.g. finished assembling two display boards with correct materials one day before the team presentation date, compared prices for baking ingredients and provided the pricing information to team at the time requested, obtained feedback sheets from customer and reported back to team within two days of the deadline
6	Be able to reflect on the performance of a team	6.1	Discuss how individual performance contributed to the overall performance of the team	<ul style="list-style-type: none"> □ <i>Individual performance as a team member:</i> follow code of conduct, complete individual task appropriately and on time, carry out individual responsibilities, offer help to others, offer feedback or advice to others, contribute to success of whole task
		6.2	Describe ways in which the team as a whole performed effectively	<ul style="list-style-type: none"> □ <i>Performance of team:</i> team worked well together, every team member made a contribution, team task completed to satisfactory standard, team task completed on time
		6.3	Select areas in which the team could improve its teamwork skills	

Information for tutors

Delivery

The unit has been designed to be a practical unit therefore learners will be participating in a team task.

To develop knowledge and understanding of the advantages and disadvantages of teamwork, guest speakers from colleges, schools, workplaces or other appropriate areas could be invited to speak about their experiences of teamwork. Learners could prepare questions to ask the speakers about the advantages and disadvantages of teamwork for learning outcome 1. For this, learners might find it helpful to look at scenarios which give different examples of tasks which are suitable for teamwork and those which are better completed by individuals. Learners in the workplace might find it useful to ask other colleagues about the advantages and disadvantages of teamwork or use the internet to find information about the experiences of other people.

Teams and teamwork tasks need to be considered before beginning delivery of learning outcomes 2, 3, 4, 5 and 6. Teams could be made up of around four to eight people who have the potential to complete the task that has been set. If the teamwork task is not assigned to a team known to the learner, the learner will need some time to get to know the other team members to identify their relevant strengths, skills and experiences required for learning outcome 3. Learners could work in their teams to agree tasks that are manageable and achievable and which match the skills and interests of the team.

For learning outcome 2, learners should use different methods to agree a code of conduct, for example group discussion, research and investigation. In particular, at this level, they should try to think through what might happen if aspects of the code of conduct were not followed. Learners will probably find it easier to come up with consequences of not following a team code of conduct if they do so in relation to different teamwork scenarios. Appropriate examples of different scenarios could be provided by the tutor or line manager. Groups could work to design a poster or presentation which identifies the agreed code of conduct for their own task. The posters or presentations could be displayed in the class or work area for learners to refer to.

For learning outcome 4, learners could work in their teams to allocate roles and responsibilities to all team members. Each learner could individually analyse their own contribution to the whole task and report back for the team.

Learners could compile a logbook that includes the agreed roles and responsibilities of each member of the team. The logbook will help the learner to monitor their performance, which is required for learning outcome 5.

For learning outcome 6, learners could discuss in a group the performance of individuals and that of the team as a whole. They could watch recordings of some of their activities and comment on their performance, as well as taking on board the comments of any observers.

Assessment

For 1.1 and 1.2, the learner needs to assess at least two advantages and two disadvantages of teamwork. Practical examples of team work situations could be given to support the response.

For 2.1, the code of conduct could be produced as a leaflet or as a poster and could relate to a specific task or team work in general. The poster or leaflet must include at least two likely consequences of team members not following the code of conduct for 2.2.

For 3.1, the learner must describe how at least one of their strengths, skills and experiences is relevant to some aspects of the agreed team task. The learner must identify at least two strengths, skills and experiences of other team members in order to meet 3.2. Evidence for 3.1 and 3.2 could be recorded in an appropriate format such as a logbook.

For 4.1, the role the learner played in agreeing the roles and responsibilities of the team members must be clearly evidenced. An observation record or witness statement could be completed by the tutor/line manager to show that the learner has played an appropriate role in this regard.

For 4.2, the learner must describe how each team member's role contributes to the team's objectives and the completion of the team task. The learner could compile a logbook to record the information. The logbook could take a variety of forms, depending on the needs of the individual learner.

The evidence required for 5.1, 5.2, 5.3, 5.4, 5.5 and 5.6 can be included in the logbook completed by the learner during the team task. The logbook will need to be verified by the tutor or line manager. Alternative methods of evidencing can be used, for example witness statement or observation.

The evidence for 6.1, 6.2 and 6.3 can be through a group discussion. Learners responses should be recorded for verification purposes.

Suggested resources

Websites

www.lifecoachexpert.co.uk

Lifecoach Expert

www.projectsmart.co.uk/team-building.html

Advice on team building

Unit 27: Producing a Product

Unit reference number: L/503/2890

Level: 2

Credit value: 1

Guided learning hours: 10

Unit aim

The aim of this unit is to give learners the skills and knowledge to produce their own item or product safely and to a desired standard. Learners will consider the skills needed and where to gain these skills as well as being able to assess the quality of the finished product.

Unit introduction

Having practical experience in producing a product or item will equip learners with a variety of skills useful for employability. In this unit, learners will have the opportunity to identify these skills and understand how these skills will be acquired. Learners will learn how to plan the manufacture of an appropriate product or item and will gain practical experience of making a product or item safely, to a desired standard of quality. They will also evaluate how the product or item was made, putting forward suggestions for changes to their plan for future manufacture.

Essential resources

Learners need access to an area suitable for the practical activities undertaken, for example a workshop or practical workroom. A variety of materials including wood, metal, and fabrics will enable learners to become familiar with the properties of different materials.

Depending on the product or item the learner will be producing, appropriate safety gear and equipment will be required and learners need to know the location of first aid supplies and support.

Where photographs and recordings, audio and video, are to be used as evidence, appropriate equipment will be needed.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to plan the manufacture of a product or item	1.1	Create a production plan that outlines the process, materials and equipment required	<ul style="list-style-type: none"> □ <i>Planning to make the product or item:</i> logical, cost-effective and realistic plan for the product or item to be made; cost, quality, availability all affect choice of equipment, e.g. knowledge of using equipment
		1.2	Outline the safety measures to be taken to ensure the production process is safe	<ul style="list-style-type: none"> □ <i>Safety factors:</i> using equipment and safety clothing; effectiveness of equipment; training needed before using certain types of equipment, e.g. tools, measuring instruments, appliances, containers
		1.3	Outline the expected quality of the finished product	<ul style="list-style-type: none"> □ <i>Expected quality of product:</i> e.g. appearance, durability, effectiveness, taste, size, shelf-life
2	Understand the new skills required to make the product or item	2.1	Assess the new skills needed to make the product or item	<ul style="list-style-type: none"> □ <i>New skills needed to make the product or item:</i> personal skills, e.g. creativity, determination, confidence; practical skills, e.g. using new equipment, using new techniques or processes, problem-solving skills
		2.2	Discuss how and where new skills will be learned	<ul style="list-style-type: none"> □ <i>How and where new skills will be learned:</i> undertake training, consult training manuals, user guides, internet or other sources of information, seek advice from others who have experience in relevant areas, observe others producing a product or using a piece of equipment, obtain help from experienced person in making an initial sample of the product or item

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to produce the product or item in line with the plan and outlined safety requirements	3.1	Make the product using the materials and equipment specified in the plan	<ul style="list-style-type: none"> <i>In line with the plan</i>: use materials and equipment as listed in the original plan, follow suggested timelines and production methods
		3.2	Describe how the safety requirements were met during the production process	<ul style="list-style-type: none"> <i>Planned levels of safety in producing the product or item</i>: use correct materials, methods and equipment as required; use any equipment effectively and safely; use appropriate safety clothing and protection if required, e.g. safety glasses, appropriate footwear, gloves; first aid supplies available; produce safe item or product
4	Be able to assess the plan and the finished product or item and make suggestions for improvements	4.1	Identify the parts of the plan that were successful	<ul style="list-style-type: none"> <i>Impact of the original product plan on quality of the product</i>: quality of planned choice of equipment, resources and materials; effectiveness of planned timeline for production; appropriateness of skills originally identified or not identified
		4.2	Identify the parts of the plan that were not successful	
		4.3	Make suggestions on how to improve the plan	
		4.4	Outline the positive and negative points of product or item	
		4.5	Make suggestions on how the product could be improved	<ul style="list-style-type: none"> <i>Future improvements</i>: suggestions for changes to plan in the light of experience, e.g. change timescales, use different equipment or materials, obtain additional help or resources, investigate costs of materials more thoroughly

Information for tutors

Delivery

This unit has been designed to be delivered as practically as possible. Learners should be encouraged to gain an understanding of producing a product or item and therefore visits to production lines should be encouraged. Group working and group discussion would be appropriate delivery methods, even where the learner's own assessment evidence needs to be recorded separately.

The learning outcomes and assessment criteria refer to products or items. Learners could produce small items such as handmade jewellery, confectionery, candles or gift boxes as well as larger-scale products, which might require the use of workshop facilities.

It would be helpful if learners could visit a production line in order to see how products and items are made on a commercial scale. The layout of the production line would help learners to sequence their own production plan, as well as giving them an opportunity to see how tools and materials are used. The safety concerns of staff using machinery can also be highlighted.

Group work can be used to generate discussion around the creation of production plans. Learners should be asked to create plans for producing products or items that they are familiar with such as making a cup of coffee or tea. Learners can then concentrate on the process and think about the skills needed.

Learners will need time to practise making their product or item. Safety should be paramount, and learners should be aware of the safety measures that they need to take. Peer assessment of their work will allow learners to develop their skills in assessing the quality of the finished product.

Learners will need regular assessor support and guidance, with progress reviews undertaken by the tutor or line manager to identify knowledge and skills that have been developed, as well as areas of knowledge, understanding and skills that need improvement.

Learners may want to seek advice from people they know who are involved in manufacturing products or items. Alternatively, entrepreneurs could be invited to speak to the group about their experiences in producing a product or item. Case studies, TV documentaries or the internet can also prove useful sources of information for learners.

Activities can be carried out individually, or a group of learners could work together to make an item or product. The item or product itself can be simple in design. It is the learner's learning experiences which are of most importance.

Assessment

This unit can be assessed through a series of structured tasks or activities. A range of assessment activities can be used. Evidence could include photographs, video and audio recordings.

For 1.1, the learner must write a plan to produce their product or item. The plan needs to include an outline of the process, the choice of materials and equipment.

The learner must give reasons for the chosen materials and equipment, as well as any potential difficulties or disadvantages.

For 1.2, the learner does not need to show that they have accounted for all possible safety considerations, but all major safety considerations will need to be referenced in their plan so that it is obvious the learner intends to produce the product or item with safety in mind.

For 1.3, the learner must complete an outline of the intended quality of the product which must be clear.

Tutors can support learners in finding suggestions of effective ways to plan the production of a product or item, but the plan must be chosen and compiled by the learner independently. A variety of appropriate means of evidence can be used for 1.1 to 1.3 such as a planning log, a written proposal, PowerPoint presentation, video clip or leaflet.

For 2.1, the learner must assess at least two new skills that they will need to acquire in order to produce the product or item. It can be a personal and practical skill. For 2.2, the learner should explain how and where the new skills referred to in 2.1 will be acquired.

For 3.1, observation by the tutor of the learner making the product or item safely, or making an aspect of the product or item safely, will need to be recorded. For 3.2, the learner needs to describe how they adhered to the safety requirements outlined in their plan by identifying at least two different safety measures that they took when producing the product or item.

For 4.1 and 4.2, the learner needs to assess their plan and the finished product or item.

The learner must identify at least two parts of the plan that contributed to the success and at least two parts that caused problems in the production of the product or item. The learner should give at least two suggestions on how to improve the plan with regard to the final quality of the product or item.

Evidence for 4.1, 4.2 and 4.3 could take the form of a recorded discussion in which the learner comments on the impact of the product plan on the quality of the finished item or product. Alternatively, a question and answer session with a witness statement can be used. If a written plan was used by the learner for 1.1, the learner could cross-reference the quality of the product or item against the relevant aspects described in the planning template

For 4.4 and 4.5, the learner needs to outline at least one positive and one negative aspect of their product or item. The learner should make at least two suggestions on how to improve the product or item. Evidence could take the form of a recorded discussion or a written outline.

Suggested resources

Websites

www.enterprise-education.org.uk

Enterprise Education Trust

[www.enterpriseinschools.org.uk/
enterpriseinschools/index.php](http://www.enterpriseinschools.org.uk/enterpriseinschools/index.php)

Enterprise in schools – access to
education

www.gov.uk/browse/business

Government information on starting up
and running a business

www.stridingout.co.uk

Provides leadership, business and
career-building advice

Unit 28: Planning an Enterprise Activity

Unit reference number: R/503/2888

Level: 2

Credit value: 1

Guided learning hours: 10

Unit aim

The aim of this unit is to give learners the skills and knowledge to plan an enterprise activity. Learners will choose an enterprise activity, create coherent plans and assess the risks involved in implementing their plans.

Unit introduction

Enterprise activities offer opportunities to learn and develop the entrepreneurial characteristics of tenacity, independence, innovation, imagination, risk-taking, creativity, intuition and leadership. In this unit, learners will have a broad introduction to prepare to undertake an enterprise activity. The unit will help learners to find out and explain details of an enterprise idea, including understanding how to choose a viable enterprise activity, how to develop a product or service according to an implementation plan and how to assess some of the potential risks involved.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know how to choose a viable enterprise activity	1.1	Describe key aspects of a viable product or service	<ul style="list-style-type: none"> □ <i>Key aspects of a viable product or service:</i> providing a product or service for which there is sufficient customer demand, product or service priced correctly, using appropriate promotional and sales strategies, high levels of customer care and satisfaction, sufficient financial, technical and human resources in place
		1.2	Describe why people might want to buy their product or service	<ul style="list-style-type: none"> □ <i>Possible customers:</i> clear idea of what the product or service is and what it will do or provide for the customer, e.g. handmade gift wrap will provide customer with a high quality, environmentally friendly, original product that is produced locally using recycled paper and non-toxic paints; linking the product or service to customer needs/wants, e.g. people with busy schedules or a disability are likely to make use of a dog walking service, people who are interested in fashion might wish to buy handmade jewellery
2	Be able to prepare a plan for implementing an enterprise activity	2.1	Describe the tasks that need to be completed to carry out the enterprise activity	<ul style="list-style-type: none"> □ <i>Planning to implement the enterprise activity:</i> key activities needed, e.g. administration, planning timelines, finance and budgeting, sales, promotion; practical/technical skills needed for making product or providing service; assessing own skills and knowledge; using past experience
		2.2	Present the timelines required to carry out the tasks identified	
		2.3	Create a coherent plan for implementing an enterprise activity, including the tasks and timelines identified	

Learning outcomes		Assessment criteria		Unit amplification
3	Understand the risks involved in running the enterprise activity	3.1	Assess main risks that may occur in implementing the enterprise activity	<ul style="list-style-type: none"> □ <i>Assess main risks</i>: different types of risks, e.g. lack of skills, competition from others, price of production, raising finance for start-up costs, weather, motivating group of helpers; factors that might lessen risks, e.g. start-up costs are minimal, payment will be received immediately at point of sale, no additional staff required to provide the service, family members on hand to provide back-up help and support
		3.2	Discuss ways to minimise the risks	

Information for tutors

Delivery

This unit has been designed to make the key topics as practical as possible. Learners should be encouraged to gain an understanding of planning an enterprise activity in a highly applied way. Group working and discussion would be appropriate delivery methods, even where the learner's own assessment evidence needs to be recorded separately.

An enterprise activity does not have to be large. The activity can either be producing a product, for example greeting cards or gift wrap, or providing a service, for example selling ice cream or car washing. During delivery of this unit, learners should be given as much practical experience as possible.

To introduce the unit, tutors could stimulate group discussion as to what is required for an enterprise activity to be successful. Through the discussion, ideas could also be generated regarding different types of products and services and how they could be provided. It is important to emphasise that the activity must be possible within the learner's current skill set. These ideas could be explored individually or through group activity.

It would be helpful if learners had the opportunity to identify a range of different types of products and services before choosing which idea to pursue further in this unit. A question and answer session could determine the viability or appropriateness of different enterprise ideas. The strengths and weaknesses of the planned enterprise activity could also be explored through the form of a 'Dragons' Den' type of presentation to a group, with peers commenting on the ideas and whether or not they think customers are likely to buy the product or service.

Tutors could stimulate group discussion about what is needed to plan a successful enterprise activity. This does not need to be as detailed as a business plan, which would be considered as part of a business studies course at this level.

However, materials produced for business start-ups could be a useful point of reference. A plan for this unit could cover a description of the product or service, how it will be provided, when and how it can be sold and what the likely demand might be.

A question and answer session could determine what should be included in the plan for the enterprise activity as well as the tasks that need to be carried out before it starts trading. Business people or entrepreneurs could be invited to address the group on the subject of planning an enterprise activity. Alternatively, learners could interview business people that they know and report back to the group what they found out about enterprise planning.

It would be useful for learners to watch clips of TV adverts and/or review advertising from a range of newspapers and magazines to understand how to include promotion and selling in their enterprise plan. Information could also be gained from a range of other resources, including books, the internet and media articles. Personal skills in selling and promoting could be observed through TV programmes such as *Dragons' Den*.

Learners could investigate the financial aspect of their chosen enterprise idea through active research on costs via the internet or interaction with possible suppliers. Setting prices could be a result of research (such as questionnaires or a small-scale focus discussion), exploring what prices customers are prepared to pay for a product or service and finding out from business people how to set realistic prices for a product or service.

An understanding of the possible risks could be understood through watching TV programmes such as *Dragons' Den* or making use of magazines and websites that provide information and advice for entrepreneurs.

Assessment

This unit can be assessed through a series of structured tasks or activities including a mixture of theory-based and practical application.

For 1.1, the learner must describe their choice of product or service, what it will provide to the customer, and how it will be provided. For 1.2, the learner needs to describe at least one type of customer who is likely to buy their product or service and explain why the customer is likely to buy the product or service.

For 2.1, the learner needs to describe the tasks that need to be done. This could include the research about customer needs as well as what materials they will need before they start the enterprise activity. For 2.2, the learner needs to estimate and present a timeline showing how long it will take to carry out the tasks.

For 2.3, the learner must create a plan for their chosen activity, taking into account the tasks and timelines they have identified. Their plan should also include details of how the product will be produced or how the service will be run, when and how it can be sold and what the likely customer demand is. Simple promotion and sales plans must be included and they must identify who they will need to help run the enterprise activity. The plan could be in the form of a written report, presentation, video clip or other appropriate format.

For 3.1, the learner must assess at least two risks that could affect the success of their enterprise activity and offer at least two suggestions. For 3.2, the learner must consider ways that the risks could be reduced. This could be, for example, in the form of a presentation of a mind map, a written report or a 'risks log'. The number of potential risks will depend on the individual enterprise activity, but typically the learner should be able to identify at least two potential risks and consider how to minimise them.

Suggested resources

Websites

www.enterprise-education.org.uk

Enterprise Education Trust

[www.enterpriseinschools.org.uk/
enterpriseinschools/index.php](http://www.enterpriseinschools.org.uk/enterpriseinschools/index.php)

Enterprise in schools – access to
education

www.gov.uk/browse/business

Government information on starting up
and running a business

www.stridingout.co.uk

Provides leadership, business and
career-building advice.

Unit 29:

Running an Enterprise Activity

Unit reference number: Y/503/2889

Level: 2

Credit value: 1

Guided learning hours: 10

Unit aim

The aim of this unit is to enable learners to use their skills and knowledge to run an enterprise activity. Learners will create plans, use their customer skills, handle money and keep basic financial records. Learners will evaluate the activity and their personal involvement.

Unit introduction

Enterprise activities offer opportunities to learn and develop the entrepreneurial characteristics of tenacity, independence, innovation, imagination, risk-taking, creativity, intuition and leadership. In this unit, learners will have the opportunity to carry out an enterprise activity. Learners will develop an understanding of the importance of having a strategy for an enterprise activity, dealing with money, sales techniques and customers correctly. They will also develop the ability to evaluate the success of their activity and review their personal involvement.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to provide a strategy to ensure the success of an enterprise activity	1.1	Identify what is required in an operational plan	<ul style="list-style-type: none"> □ <i>Features of an operational plan:</i> research, e.g. current marketplace provision, customer research, product research, competitors; practical implementation, e.g. facilities, resources, quality assurance, skills; finance and cash flow
		1.2	Create an operational plan for the actual enterprise activity	<ul style="list-style-type: none"> □ <i>Features of an effective strategy for success:</i> importance of planning for success, e.g. conducting market research, finding out customer needs, considering competitors and competitor products or services, planning practical implementation of the activity (including appropriate facilities, resources, quality assurance and skills), planning for financial and cash flow aspects, evaluation of own personal and practical skills in running the enterprise activity, identifying gaps in required skills
2	Be able to carry out an enterprise activity using appropriate skills and procedures	2.1	Demonstrate a range of skills and techniques to sell the product or service	<ul style="list-style-type: none"> □ <i>Selling the product or service using appropriate skills, techniques and materials:</i> suitable product or service prepared; necessary components for production or implementation obtained; promotion materials and product information produced and displayed; location prepared and enterprise activity set up; prices determined and displayed; sales skills demonstrated
		2.2	Demonstrate good customer care	<ul style="list-style-type: none"> □ <i>Customer care:</i> communicating appropriately with customers, listening to customers, answering customer questions accurately and appropriately, being friendly and helpful, resolving customer problems, e.g. defective goods, unsatisfactory level of service, incorrect price charged

Learning outcomes		Assessment criteria		Unit amplification
		2.3	Demonstrate correct handling money procedures for an enterprise activity	<input type="checkbox"/> <i>Importance of handling money correctly:</i> knowing correct procedures to follow to keep within the law, keep money safe and boost chances of making a profit, accuracy in calculations and financial records in order to reflect true financial situation
		2.4	Explain the importance of correct handling money procedures for an enterprise activity	
3	Be able to evaluate the profitability of the enterprise activity	3.1	Present financial records to show the set up costs, running costs and other costs	<input type="checkbox"/> <i>Using financial records to explain the success or failure of the enterprise:</i> evaluation of enterprise activity from financial records to show set-up and running costs overestimated/underestimated/accurately estimated, number of items produced or services offered exceeded/met/fell short of customer demand, profit made/not made on enterprise activity
		3.2	Present financial records showing sales and profit or losses	
		3.3	Give reasons for the financial success or financial failure of the enterprise activity	
4	Know how to review personal involvement in an enterprise activity	4.1	Describe skills gained from running the enterprise activity	<input type="checkbox"/> <i>Role in the enterprise activity and skills gained:</i> roles, e.g. salesperson, planner, team motivator, finance person, administrator, overseeing production; skills, e.g. planning and organisation skills, research skills, promotion and sales skills, record keeping skills, motivational skills, problem-solving skills
		4.2	Describe personal strengths which were demonstrated during the enterprise activity	<input type="checkbox"/> <i>Identify strengths and weaknesses of their personal involvement:</i> strengths, e.g. strong leadership skills, good customer relations, effective selling techniques; weaknesses, e.g. lack of time management

Learning outcomes		Assessment criteria		Unit amplification
		4.3	Describe skills that need to be improved as a result of participating in the enterprise activity	

Information for tutors

Delivery

This unit has been designed to be as practical as possible. Learners should be encouraged to gain an understanding of running an enterprise activity in a highly practical way. Group working and group discussion would be appropriate as delivery methods, even where the learner's own assessment evidence needs to be recorded separately.

An enterprise activity does not have to be a large activity. It can either be producing a product, for example greeting cards, baking biscuits, making sweets, or making jewellery, or providing a service, for example selling ice cream or car washing.

Learners should be given as much practical experience as possible. This unit has been designed so that it can be delivered with *Unit 28: Planning an Enterprise Activity* and *Unit 30: Producing a Product*.

Learners should think through a strategy to ensure that their enterprise activity is successful. Learners might find it helpful to use group discussions initially to explore how they could come up with a plan to ensure their enterprise activity is successful. 'Successful' in this context means that the learner understands how to carry out their activity and reach their planned sales targets. Learners could also conduct individual research on appropriate websites or have question and answer sessions with visiting business people.

The enterprise activity could be delivered as part of an 'enterprise activity day' using the format of a trade fair with a variety of stands. Alternatively, the enterprise activity could take the form of a one-off small-group activity or an individual enterprise activity.

At this level, learners could be given a degree of independence in deciding how they could run their enterprise activity. Learners in the workplace should be able to identify and use some work-related skills in running their enterprise activity.

Group discussions could be used to help learners come up with a checklist of tasks needed to carry out the activity on the chosen day(s). This could also be an individual piece of written work or a PowerPoint presentation.

To help learners think about the key financial information they need to record in order to evaluate the overall successes and/or failures of the enterprise activity, in terms of profitability, entrepreneurs or business people could be invited to speak to learners. Visiting speakers could talk about which financial information to record, and provide examples of how financial information can be used to show the successes and failures of an enterprise activity.

If appropriate, visiting experts could also be invited to participate in a question and answer session with learners during which they share information about their own involvement in business and enterprise, and what skills and lessons they have learned from participating in enterprise initiatives. Alternatively, learners could conduct their own individual research such as looking at case studies and interviews with entrepreneurs regarding how to evaluate the financial success of an enterprise activity, as well as what personal skills might be gained from being involved in such an activity. The results of individual learner research could be shared with other learners in a group discussion or displayed in poster format in the classroom or learning area.

Assessment

Assessment of this unit centres on the completion on an enterprise activity.

For 1.1, the learner needs to identify what needs to be included in their operational plan. The learner should consider the customer, what they intend to do, resources, and how and when they are going to do it. This work can form the basis of material for 1.2.

For 1.2, the learner must produce a plan for achieving success in a chosen enterprise activity. This could be in a written report, a brief presentation, as video-based evidence or a log or record sheet. The plan should include reference to the customer, their needs, the promotional materials to be used, the staffing of the event, and the venue and the proposed date or dates when the enterprise event will take place. The plan should also include reference to the times, the venue, the staffing, quality control, any additional relevant information should be included, such as health and safety information or special arrangements for dealing with cash.

For 2.1, the learner must provide witnessed evidence that the enterprise activity has taken place. The product or service should have been prepared adequately, the price and benefits of the product or service made clear, and appropriate sales and implementation skills must have been demonstrated by the learner. In addition, to achieve 2.2, the learner must demonstrate appropriate customer service skills in providing the enterprise service or product. The prepared product or service may be something the learner has produced themselves (for example jewellery), or something produced by someone else (for example ice cream purchased by the learner and sold on a stall at a trade fair). For 2.3, the learner must demonstrate appropriate handling of money for example, the money should be kept in a safe place, in a secure box and out of sight. Photographic or video evidence could be used as well as a tutor witness statement.

For 2.4 the learner must explain at least two reasons why it is important to handle money correctly in an enterprise activity.

For 3.1 and 3.2, the learner needs to present simple financial records, showing costs and revenue for the enterprise activity. These should be accompanied for 3.3, by at least two reasons (verbal or written) about the link between the success or failure of the enterprise activity and its financial performance.

For 4.1, learners should describe the skills they have learnt in the course of their activity. For 4.2, the learner must evaluate their involvement in the activity and comments on the skills that have been gained through the activity. The learner should describe at least two personal strengths. This feeds into 4.3, where the learner must describe at least two skills that they want to improve. This could be provided for example in written form, as part of a brief presentation witnessed by a tutor or completion of a self-assessment activity.

Suggested resources

Websites

www.enterprise-education.org.uk

[www.enterpriseinschools.org.uk/
enterpriseinschools/index.php](http://www.enterpriseinschools.org.uk/enterpriseinschools/index.php)

www.gov.uk/browse/business

www.stridingout.co.uk

Enterprise Education Trust

Enterprise in schools – access to education

Government information on starting up and running a business

Provides leadership, business and career-building advice.

Unit 30:

Learning with Colleagues and Other Learners

Unit reference number: J/503/2872

Level: 2

Credit value: 2

Guided learning hours: 20

Unit aim

This unit gives learners the opportunity to learn new skills with others by considering the importance of learning with others, planning own learning, interacting appropriately with others and reflecting on the success of learning.

Unit introduction

This unit introduces learners to the importance of colleagues and other learners as a valuable resource in the learning process. Learners will have the opportunity to demonstrate that they can work as part of a group in a learning and development context, understanding learning goals and interacting appropriately with their peer group. Learners will also reflect on their experience of learning with a group of colleagues or other learners.

Essential resources

Learners need access to situations where they learn alongside co-workers or other learners.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand the importance of learning with colleagues or other learners	1.1	Describe how learning with one's colleagues or other learners is important for own development	<ul style="list-style-type: none"> □ <i>Importance of learning with others:</i> finding more effective answers and solutions to tasks or problems through interaction with other co-workers or learners, e.g. solving a problem by using ideas from several people rather than just own ideas; developing interpersonal skills through learning alongside others, e.g. patience, empathy, tolerance, flexibility, loyalty, reliability
2	Know how to plan the learning to be undertaken with colleagues or other learners	2.1	Select a learning goal to undertake with colleagues or other learner	<ul style="list-style-type: none"> □ <i>Learning goals:</i> identifying an aspect of their learning they can undertake with co-workers or other learners; identifying a goal they can work towards or that is relevant to development in their field of work or study, e.g. attend team training course to learn new customer service skills for call centre, work in a group to carry out research for school assignment
		2.2	Describe ways to work towards achieving the learning goal	<ul style="list-style-type: none"> □ <i>Working towards the learning goal:</i> e.g. attend training course and attempt all tasks given on the course, complete assigned part of group/team project, compile list of questions to ask visiting speaker during question and answer session
3	Be able to interact appropriately with colleagues or other learners in a learning situation	3.1	Respond appropriately to advice from others	<ul style="list-style-type: none"> □ <i>Responding appropriately to advice from others:</i> thanking someone for their advice, asking an appropriate question about the advice offered, being polite in expressing that you don't agree with the advice
		3.2	Express beliefs and opinions to others appropriately	<ul style="list-style-type: none"> □ <i>Expressing beliefs and opinions:</i> preferences and dislikes, relevance of an aspect of learning to them, how useful the learning was
		3.3	Give helpful feedback to others	<ul style="list-style-type: none"> □ <i>Giving helpful feedback:</i> feedback to other learners on how useful learning was, what could be improved or changed

Learning outcomes		Assessment criteria		Unit amplification
4	Be able to review the learning undertaken with colleagues or other learners	4.1	Give examples of how learning with colleagues or other learners took place	<ul style="list-style-type: none"> □ <i>Examples of learning with others:</i> informal learning situations e.g. team-building activities or development activities, day-to-day working with a team of people at the same level; formal learning situations, e.g. training courses, induction days, classes, workshops
		4.2	Describe an example of learning with others that was successful	<ul style="list-style-type: none"> □ <i>Reviewing the learning with others:</i> deciding whether the experience of learning with others was successful, e.g. whether the group task was achieved, whether the learner found out new information from others or acquired new skills from being with others; considering anything that could have been done better, e.g. the learner should have paid more attention to the suggestions and ideas of other learners or co-workers in the group
		4.3	Discuss an example of learning with others that was not successful	

Information for tutors

Delivery

Group or individual discussions would provide opportunities for learners to discuss a situation in which they will learn with people who are working or learning at the same level as them. Examples could include situations where they learn alongside colleagues, classmates or other learners) and people who have the same level of experience as them (for example people they come into contact with during activities such as training courses or on induction sessions). These should be people who are familiar to the learner and who they come into contact with, although this may not necessarily be on a day-to-day basis.

For learning outcome 2, tutors/line managers could discuss and agree the learning goal in advance with learners. For example, this could be about learning a new skill or developing their communication skills, about learning a new IT package or finding out information relevant to their work. A group or team development session (run informally or formally as appropriate) would also be useful for learning outcome 2. For learners who have access to the workplace, this could be a formal training course, workshop or an induction session the learner plans to attend with the agreement of their line manager/tutor.

Learning outcome 3 can be demonstrated during an activity such as a training course or in a team-building or development session in which the learner's peers are also present.

For learning outcome 4, learners might find it helpful to reflect on questions about how and what they have learned with their co-workers or other learners. This could include 'What types of activity did I/the group carry out?' 'How did this help my learning?' 'What new skills/information did I learn? Did I learn anything useful that I did not expect to learn?' 'Did I make the progress I expected towards my goal, and if not, what else do I need to do?'

Learners should also be given the opportunity to reflect on their learning experience with others. They could consider what they thought the benefits were of learning in a group situation rather than learning on their own. Learners could also think about whether or not the learning experience was a positive one, and if not, what benefits they see in learning alone.

Assessment

Evidence for 1.1 could come from a group discussion which shows the learner's individual contribution, or an individual discussion with the tutor/line manager. This can take the form of a taped discussion, video evidence or other appropriate form. It could be supported by written notes from the learner or tutor/line manager. For 1.1, the learner needs to describe why learning with other learners or colleagues is important for their personal development.

Evidence for 2.1 and 2.2 could be a one-to-one discussion between the tutor/line manager and the learner in which the learner describes a learning goal they will be able to undertake with peers and explains how they will work towards achieving the learning goal.

Evidence for 3.1 to 3.3 could be an observation of the learner by the tutor, line manager or other designated person, or written evidence. At least one example of each kind of behaviour is required. Evidence could take the form of a witness statement, observation notes or a video of the learner's interaction with other colleagues or learners, along with supporting notes. If in a written format, evidence of the learner's communication must be provided (for example copies of emails, memos or letters) with a supporting commentary from the tutor/line manager, if appropriate.

The learner should respond appropriately to advice from others in the group, for example advice on how to do something better. The advice given by others could be directed to the learner individually or to a group of which the learner is a part. The learner should also show that they are able to express beliefs and opinions to others appropriately. Their beliefs and opinions could relate to the general learning situation or to their own learning. Additionally, the learner must show they can give helpful feedback about their learning in an appropriate way. For example, if the learner is filling in feedback forms at a training course, they could provide helpful suggestions about how to improve the course and what they found useful or not. The information should be able to be used by others to improve on training or development situations.

Evidence for 4.1, 4.2 and 4.3 could come from a one-to-one discussion between the tutor/line manager and the learner or a small-group discussion in which the learner gives at least two examples of how they have learned with colleagues or other learners (for 4.1). 4.2 and 4.3 require the learner to reflect on their shared learning experience, describing at least one example of what they have learned, understood or gained from the experience of working/learning with others. Learners should also describe at least one example of when learning with others was difficult and why.

Suggested resources

Websites

www.lifecoachexpert.co.uk

Lifecoach Expert

www.mindtools.com

Toolkit for developing work-related skills

Unit 31: Self-management Skills

Unit reference number: A/503/2867

Level: 2

Credit value: 2

Guided learning hours: 20

Unit aim

The aim of this unit is for learners to develop an understanding of the importance of self-management for employees and others in the workplace, and to develop self-management skills for work.

Unit introduction

A proactive approach to self-management is a vital aspect of employability. Employees need to be able to manage themselves appropriately in order to stay safe, healthy and to make a constructive contribution to the workplace.

In this unit, learners will develop an understanding of why self-management in the workplace is important and how effective self-management benefits themselves, their colleagues and their employer. Learners will demonstrate a range of self-management skills throughout the working day and evaluate their performance, suggesting any areas for improvement.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand the importance of self-management for work	1.1	Explain why it is important for individuals to self-manage in the workplace	<ul style="list-style-type: none"> □ <i>Importance of managing themselves:</i> contribute to own health and wellbeing, builds self-esteem and confidence, builds better working relationships with peers and other colleagues, appreciated more by others, can perform work more comfortably and easily
		1.2	Explain how to self-manage in the workplace	<ul style="list-style-type: none"> □ <i>How to manage themselves effectively in the workplace:</i> e.g. taking care of personal wellbeing, e.g. select healthy meal options in canteen at lunchtime to boost physical health, talk to supervisor or human resources representative if feeling anxious about learning new tasks; follow health and safety guidelines, e.g. take regular breaks from looking at the computer screen, use correct method for lifting heavy objects; manage time effectively, e.g. check daily tasks lists every morning for any urgent tasks
		1.3	Explain benefits to others in the workplace when individuals self-manage effectively	<ul style="list-style-type: none"> □ <i>Benefits of effective self-management to others:</i> for immediate colleagues, other colleagues, the employer, e.g. makes workplace safer, avoids problems related to inappropriate workloads, boosts morale and a positive atmosphere in the workplace, lower rates of absence from work, higher rates of productivity if staff are happy and healthy in their workplace

Learning outcomes		Assessment criteria		Unit amplification
2	Be able to self-manage for work	2.1	Produce a plan of activities and breaks for a working day	<ul style="list-style-type: none"> □ <i>Effective self-management skills</i>: plan for a working day including anticipated tasks, time needed for completion, prioritising, break times; range of skills needed, e.g. time management, understanding of health and safety, keeping themselves and others safe and healthy
		2.2	Carry out activities prioritising to achieve daily objectives	
3	Be able to review own self-management skills for work	3.1	Assess own self-management skills for work	<ul style="list-style-type: none"> □ <i>Assessment of performance</i>: analysis of plan and performance, e.g. was plan carried out, was there a need to change the plan during the working day, did learner feel safe and comfortable in the workplace?
		3.2	Identify aspects of self-management for improvement	<ul style="list-style-type: none"> □ <i>Areas for improvement</i>: discussion of what went well and what did not go so well; suggest areas for improvement, e.g. will ask for help in future if unable to complete a task within the required deadline

Information for tutors

Delivery

This unit can be delivered in the workplace, work placement or volunteering commitment or in a simulated situation in a school or college. The self-management skills listed are those which need to be demonstrated by learners within an educational context as well as by employees. It is likely, therefore, that learners will already be aware of a range of self-management skills in a general context.

Tutors/line managers could use copies of procedures for different types of organisations as appropriate, for example school or college procedures for staff and/or learners relating to self-management (or if the workplace, copies of procedures for that workplace). Relevant training or developmental courses or exercises relating to self-management (for example time management, 'mock' work tasks and 'in tray exercises', health and safety, personal management) are also useful resources.

Learning outcome 1 could be delivered through group discussion or discussion between the learner, their line manager, supervisor or another appropriate person familiar to the learner. Tutors/line managers could give the group or individual learner prompts and facilitate the discussion to help learners explain how and why it is important to manage themselves in the workplace. Learners should discuss why it is beneficial, for themselves and to others, that they look after themselves in the workplace. Learners could create a poster or leaflet.

Tutors/line managers can wish to use organisational procedures and health and safety policies as a background to show learners the types of responsibilities employees have to their health and wellbeing, and also how the workplace can support employees in this.

In preparing a plan for a working day, tutors/line managers could discuss and agree the format of the plan with learners in advance. Tutors/line managers can give learners a template for a plan to fill in, allowing them to record all the essential information.

Learning outcome 2 may be delivered in a variety of ways. If in a work situation, learners could carry out their normal daily activities whilst being observed by their line manager, supervisor or another responsible person. In a simulated situation, learners could be given (or agree with their tutor) a scenario that enables them to demonstrate self-management skills within the workplace. However, learners would need an opportunity to demonstrate that they can carry out a range of activities. Tutors/line managers could spend time with learners in preparation for the demonstration, for example carrying out a simulated activity in which the tutor, line manager or other observer helps or supports the learner by pointing out, for example, health and safety issues that they may have missed. They can also discuss and agree the activities learners will demonstrate, in advance of the demonstration. Learners must be comfortable with the expectations of the demonstration and the way in which they will be assessed, for example if it is an observation then they should be comfortable with the presence of an observer who may not necessarily offer advice and support during the assessment.

Learning outcome 3 could be delivered through a one-to-one discussion between the tutor or line manager and the learner. Learners and tutors would discuss how the learner fared in their demonstration and learners would have the opportunity to analyse their performance. Tutors/line managers could include this analysis as part of any formal reporting (for example appraisal or review sessions during the year).

Assessment

For 1.1, the learner must explain why it is important that they manage themselves in the workplace.

For 1.2, the learner needs to provide at least two examples of how to self-manage in the workplace.

For 1.3, the learner must explain at least three benefits of effective self-management to others in the workplace, for example benefits to other colleagues and the employer. Evidence to support 1.1, 1.2 and 1.3 can be either in a written format, for example records of group or individual discussion (written by the tutor/line manager or by the learner with sign-off from the tutor), or a video or via audio recording.

For 2.1, the learner should produce a plan for their working day in advance of their demonstration. The plan can be discussed and agreed by the tutor/line manager and prepared to a set template, but the information contained within the plan must be from the learner and must include anticipated tasks for that day. To show the learner's understanding of their daily objectives, the plan will prioritise the tasks and estimate the time the learner will need to take to complete these. The plan will also allow for break times appropriate to the workplace situation, for example the learner is likely to be spending long periods of time at a computer and will need to schedule time when they can move away from the computer and rest their eyes.

For 2.2, the learner should demonstrate self-management skills within the workplace. They must show that they can structure appropriate breaks during their working day. In achieving 2.2, the learner will need to prioritise tasks and activities appropriately to meet their daily objectives, although they could discuss them with their tutor or line manager in advance. The tasks and activities should be agreed before the learner undertakes their work. The learner must show that they can use these skills and understand what they are carrying out, although tutors and others can support and prompt them.

The demonstration needs to be observed by the tutor or another person designated to assess the learner (this could be a line manager or supervisor for example). The observation needs to form the basis of a discussion with the learner after the demonstration. This observation could be a written statement by the tutor or line manager (which would support good practice for appraisal and review in the workplace), or a video with supporting commentary from the tutor or line manager.

For 3.1 and 3.2, the learner needs to carry out an analysis of their performance representing their own views on their performance and recording them. It is appropriate for the tutor, line manager or colleague to offer constructive criticism and for the learner to include this feedback in their performance review if they wish to do so. However, the learner's self-evaluation should represent their own views on their performance and be recorded independently. The learner needs to discuss what they felt went well, (for example being able to do some extra work due to rescheduling tasks and activities) and what they felt did not go so well (such as being late for a meeting or missing a phone call). The learner should be able to discuss with their tutor or line manager what they felt they could improve on.

Evidence to support 3.1 and 3.2 can be written, for example written statements from the learner on the review of their performance and/or supporting statements from the tutor, line manager or other person involved in the discussion and review, or through video or taped discussion.

Learners' written statements do not have to be lengthy and can be discussed and agreed by the tutor/line manager in advance.

Suggested resources

Websites

www.gov.uk/browse/business	Government information on starting up and running a business
www.lifecoachexpert.co.uk	Lifecoach Expert
www.monster.co.uk	Careers advice
www.worksmart.org.uk/career	Careers advice

10 Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Edexcel, BTEC and Pearson Work Based Learning contact details: qualifications.pearson.com/en/support/contact-us.html
- books, software and online resources for UK schools and colleges: www.pearsonschoolsandfecolleges.co.uk

Key publications:

- *Adjustments for candidates with disabilities and learning difficulties, Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))
- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)
- *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *BTEC UK Quality Assurance Centre Handbook*

All of these publications are available on our website.

Publications on the quality assurance of BTEC qualifications are also available on our website.

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please visit our website.

Additional resources

If you need further learning and teaching materials to support planning and delivery for your learners, there is a wide range of BTEC resources available.

Any publisher can seek endorsement for their resources and, if they are successful, we will list their BTEC resources on our website.

11 Professional development and training

Pearson supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered on our website.

The support we offer focuses on a range of issues, such as:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

The national programme of training we offer is on our website. You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs.

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Training and networks: our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We also host some regional network events to allow you to share your experiences, ideas and best practice with other BTEC colleagues in your region.

Regional support: our team of Curriculum Development Managers and Curriculum Support Consultants, based around the country, are responsible for providing advice and support in centres. They can help you with planning and curriculum developments.

To get in touch with our dedicated support teams please visit our website.

Your Pearson support team

Whether you want to talk to a sector specialist, browse online or submit your query for an individual response, there's someone in our Pearson support team to help you whenever – and however – you need:

- **Subject Advisors:** find out more about our subject advisor team – immediate, reliable support from a fellow subject expert
- **Ask the Expert:** submit your question online to our Ask the Expert online service and we will make sure your query is handled by a subject specialist.

Please visit our website at qualifications.pearson.com/en/support/contact-us.html

Annexe A

Mapping to Functional Skills

Level 1	Unit number																			
English — Speaking and listening	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Take full part in formal and informal discussions and exchanges that include unfamiliar subjects	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
English — Reading																				
Read and understand a range of straightforward texts																				
English — Writing																				
Write a range of texts to communicate information, ideas and opinions, using formats and styles suitable for their purpose and audience																				

Level 1	Unit number											
English — Speaking and listening	21	22	23	24	25	26	27	28	29	30	31	
Take full part in formal and informal discussions and exchanges that include unfamiliar subjects	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
English — Reading												
Read and understand a range of straightforward texts	✓			✓	✓							
English — Writing												
Write a range of texts to communicate information, ideas and opinions, using formats and styles suitable for their purpose and audience				✓								

Level 1	Unit number																			
Mathematics — Learners can	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Representing <ul style="list-style-type: none"> understand practical problems in familiar and unfamiliar contexts and situations, some of which are non-routine identify and obtain necessary information to tackle the problem select mathematics in an organised way to find solutions 																✓	✓	✓	✓	
Analysing <ul style="list-style-type: none"> apply mathematics in an organised way to find solutions to straightforward practical problems for different purposes use appropriate checking procedures at each stage 																✓	✓		✓	
Interpreting <ul style="list-style-type: none"> interpret and communicate solutions to practical problems, drawing simple conclusions 																✓	✓			

Level 1	Unit number										
Mathematics — Learners can	21	22	23	24	25	26	27	28	29	30	31
Representing <ul style="list-style-type: none"> understand practical problems in familiar and unfamiliar contexts and situations, some of which are non-routine identify and obtain necessary information to tackle the problem select mathematics in an organised way to find solutions 				✓			✓	✓	✓		
Analysing <ul style="list-style-type: none"> apply mathematics in an organised way to find solutions to straightforward practical problems for different purposes use appropriate checking procedures at each stage 				✓			✓	✓	✓		
Interpreting <ul style="list-style-type: none"> interpret and communicate solutions to practical problems, drawing simple conclusions 				✓							

Level 1	Unit number																			
ICT — Use ICT systems	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Identify the ICT requirements of a straightforward task				✓	✓	✓			✓											
Interact with and use ICT systems to meet requirements of a straightforward task in a familiar context				✓	✓	✓	✓	✓	✓											
Manage information storage					✓	✓			✓											
Follow and demonstrate understanding of the need for safety and security practices					✓	✓														
ICT — Find and select information																				
Use search techniques to locate and select relevant information	✓	✓		✓	✓	✓			✓								✓			
Select information from a variety of ICT sources for a straightforward task	✓			✓	✓	✓			✓											

Level 1	Unit number										
ICT — Use ICT systems	21	22	23	24	25	26	27	28	29	30	31
Identify the ICT requirements of a straightforward task	✓			✓	✓						
Interact with and use ICT systems to meet requirements of a straightforward task in a familiar context	✓			✓	✓						
Manage information storage				✓							
Follow and demonstrate understanding of the need for safety and security practices											
ICT — Find and select information											
Use search techniques to locate and select relevant information	✓			✓	✓						
Select information from a variety of ICT sources for a straightforward task	✓			✓	✓						

Level 1	Unit number																		
ICT — Develop, present and communicate information	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Enter, develop and refine information using appropriate software to meet the requirements of straightforward tasks				✓	✓	✓			✓										
Use appropriate software to meet requirements of straightforward data-handling task				✓	✓	✓	✓	✓	✓										
Use communications software to meet requirements of a straightforward task				✓	✓	✓		✓	✓										
Evaluate the selection and use of ICT tools and facilities used to present information					✓	✓		✓	✓										
combine information within a publication for a familiar audience and purpose					✓	✓			✓										
Evaluate own use of ICT tools					✓	✓			✓										

Level 1	Unit number										
ICT — Develop, present and communicate information	21	22	23	24	25	26	27	28	29	30	31
Enter, develop and refine information using appropriate software to meet the requirements of straightforward tasks				✓							
Use appropriate software to meet requirements of straightforward data-handling task				✓							
Use communications software to meet requirements of a straightforward task				✓							
Evaluate the selection and use of ICT tools and facilities used to present information				✓							
combine information within a publication for a familiar audience and purpose				✓							
Evaluate own use of ICT tools				✓							

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